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A descriptive - interpretative study about the dominant type of technique (controlled, semicontrolled and free) carried out by two first semester teachers of the spanish, english and french languages teaching program at la Salle University

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**A DESCRIPTIVE-INTERPRETATIVE STUDY ABOUT THE DOMINANT TYPE OF
TECHNIQUE (CONTROLLED, SEMICONTROLLED AND FREE) CARRIED OUT
BY TWO FIRST SEMESTER TEACHERS OF THE SPANISH, ENGLISH AND
FRENCH LANGUAGES TEACHING PROGRAM AT LA SALLE UNIVERSITY**

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**UNIVERSIDAD DE LA SALLE
MODERN LANGUAGES DEPARTMENT
SPANISH, ENGLISH AND FRENCH LANGUAGES TEACHING PROGRAM
BOGOTÁ, D.C.
OCTOBER, 2007**

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**A thesis submitted as a requirement to obtain the bachelor's degree in the
major of Spanish, English and French Languages Teaching Program.**

**UNIVERSIDAD DE LA SALLE
MODERN LANGUAGES DEPARTMENT
SPANISH, ENGLISH AND FRENCH LANGUAGES TEACHING PROGRAM
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GLOSSARY

Technique: It is a superordinate term to refer to various activities that either teachers or learners perform in the classroom since they include all tasks and activities. In addition, they are almost planned and deliberate considering they are the product of a choice made by the teacher that can be addressed to the pedagogical units or components of a classroom session.

Activity: Anything that students do in the classroom involving their participation and not the teacher's.

Controlled Technique: It is teacher-centered, manipulative, structured and with predicted student responses.

Semiconrolled Technique: Use of language in a less restrictive way than the controlled, but taking into account linguistic patterns already set up by the teacher.

Free Technique: It is student-centered, communicative, and open-ended with unpredicted responses from students.

ABSTRACT

This study is an attempt to describe and interpret the dominant kind of language teaching techniques: controlled, semicontrolled and free (Brown,2001) within the context of two first semester English teachers of the Languages Teaching Program at La Salle University in Bogotá, Colombia.

Data collection was based upon class observations, teachers' logs, semi-structured interviews, that allowed us to triangulate information in order to figure out our research query.

The analysis made to the data gathered highlighted the controlled technique is the predominant one for both teachers. Thus, the emerging outcomes are intended to foster reflection and pedagogical debate regarding the implications of such a finding for ELT instruction within La Salle University.

KEY WORDS: Teacher education, technique, controlled, semicontrolled and free techniques, activities, ELT classroom.

INTRODUCTION

English language teaching is a field that has been recently explored in our country. For instance, it is said that foreign language teachers develop their teaching practice due to some theoretical foundations received in their training process as well as the experience obtained in their jobs; hence, our thesis will be about a research related to the teaching of English as a Foreign Language in the case of two English teachers' practice. With this in mind, a general perspective of the main components of our monograph project will be presented along this section.

Accordingly, this study is intended to identify the dominant technique applied by two English teachers, by means of the data collected from three instruments: class observations, teachers' logs, and a semi-structured interview. In this sense, our intent is to find out the way in which those teachers carry out such techniques based upon a taxonomy displayed by Brown (2001), which is composed by 38 activities (plus one that was added by the researchers).

To sum up what will be found along this document, we will present the following items that were developed for our research experience. The first part is concerned with the rationale of the study and the research questions and objectives. In the second chapter, the main theoretical constructs that support the research are presented in the literature review so as to build up a consistent theoretical framework

for this monograph work. Thereafter, we will delve into the issues related to the settings and participants, the type of study, the instruments implemented and the data collection procedure.

Subsequently, the data analysis will be described upon the two categories used for it. In the next chapter we will state the conclusions that emerged from the data analysis and finally, the last two chapters will highlight the limitations, implications and further research suggested from the present research.

1. OUR RESEARCH EXPERIENCE

1.1 Research Objectives

In order to develop our research project, we posed the following objectives we expect to achieve, as well as the main questions, which will be the guide to carry out this study.

To identify the dominant technique (controlled, semicontrolled and free) implemented by two first semester English teachers at the Spanish, English, and French languages teaching program of La Salle University.

To describe the types of activities that correspond to the controlled, semicontrolled and free techniques identified in the classes of the teachers.

To determine the most important activities implemented by the two participants concerning the teaching techniques.

1.2 Research Questions

What is the dominant language teaching technique (controlled, semicontrolled and free) of two first semester English teachers at the Spanish, English and French languages teaching program of La Salle University?

What are the teaching activities that materialize the techniques implemented by the participants of the study?

What are the most common activities developed by the two participant English teachers?

1.3 RATIONALE

Inquiring into the types of language teaching techniques of two English teachers from La Salle University is due to the fact we make part of the research line on foreign languages didactics as assistant students of the research project: “Didactics at Universidad de la Salle: a descriptive study of the English teachers’ didactic sequences at the languages teaching program”, whose creation is related to the query of how the teaching-learning process of a foreign language (English) is developed in regards to the didactic field and the impact it may have on the student-teachers’ professional development.

As a consequence, we decided to carry out our monograph work to receive the bachelor’s degree in the major of Languages Teaching Program, centered on two participants of the study mentioned above and the kinds of techniques that underlie their teaching practice. Thus, we purport to describe the activities implemented by two first semester English Teachers and categorize them within the frame of language teaching techniques stated by Brown (2001), since the taxonomy presented by him provides the best form of illustrating our English teachers’ practice, which allows us to determine the principal kind of technique applied in their lessons. This does not mean that we will not be open to new categories emerging from the data gathered.

The aim of this research work is to inform the way in which English Language activities are implemented focused on the teachers’ daily practice. Moreover our

purpose is to enhance the construction and reconstruction of the pedagogical knowledge based upon an ongoing reflection and debate about the teaching practice and the mission and vision which support the teaching program. In short, the findings of this research are expected to contribute to strengthen La Salle's Teaching program and more specifically the English area. Thus, it particularly informs about the way teaching activities are carried out and what their impact might be on students' learning process and language development.

2. LITERATURE REVIEW

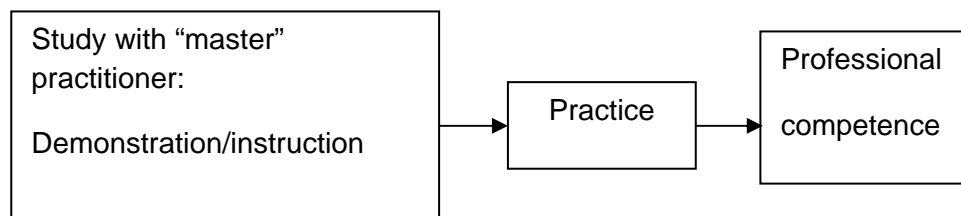
The fact of teaching English as a second or foreign language has been matter of discussion for most decades. For instance, a plethora of strategies which show how to teach a specific language item can be observed in several handbooks in order to provide teachers with a “reliable” path to walk on. Nevertheless, such tips cannot be taken in isolation; on the contrary, they must be thought to fit classroom variables and to fulfill students’ needs, and also they are expected to be adopted and adapted by teachers on the basis of an ongoing reflection upon their teaching practice.

For that reason, during this section we will attempt to conceptualize the principal constructs core of this study in accordance with the research problem and the determined objectives, keeping in mind concepts such as: *teacher education, technique, controlled, semicontrolled and free techniques*; and *activities*. We will provide the main theoretical foundations for these terms so as to define each one from several authors’ perspectives, and construct in this way our own insights with respect to those concepts within our monograph work.

2.1 Skimming Over the Teaching Profession

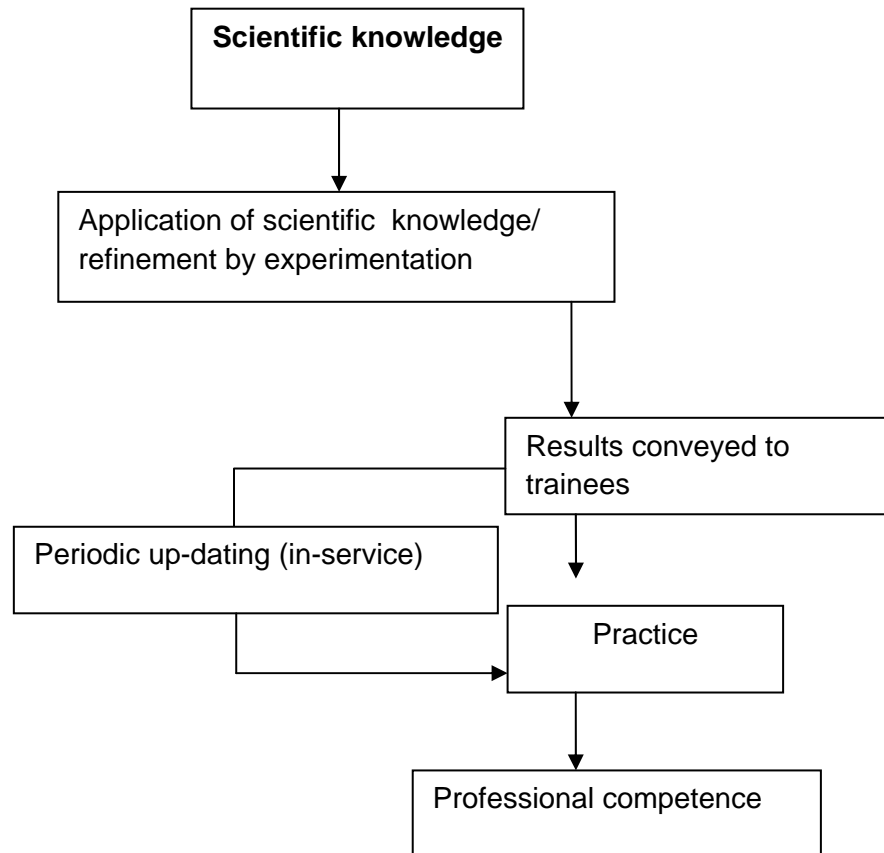
To begin with teacher education we will see a general background of what it consists of, and then we will delve into its methodological dimension. In this sense, Wallace (1991) asserts that teaching or any other occupation can be taken as a profession since it covers features like: having a basis of scientific knowledge, a period of rigorous study, a sense of public service, high professional standards, and the ability to perform some helpful tasks socially acceptable and competent. Thus, he displays the three major paradigms of professional education that have been historically remarkable.

- ***The craft model:*** Lies upon experience as a crucial aspect of professional development, that is, the teacher is considered as someone who is skillful in the practice of the “craft” and the trainee learns by imitating the expert’s techniques as well as following his/her instructions and advice. It can be exemplified in the next figure.



- ***The applied science model:*** It is said that this paradigm triggered a gap between research and professional teaching practice because

it is centered on the achievements of empirical science from the nineteenth and the twentieth centuries, therefore, teaching is conceived as a mere instrumental practice. This model is illustrated as follows:



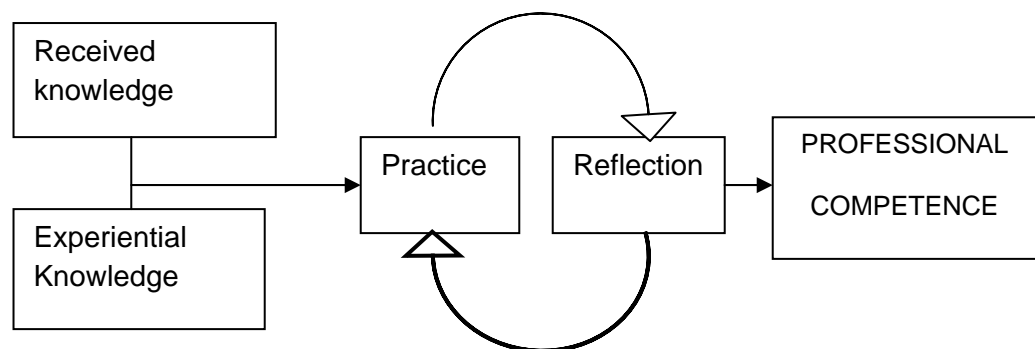
As it can be noticed that such a model is mainly **one-way** in which trainee teacher receives instruction concerning scientific knowledge and experimentation, since science is supposed to solve professional drawbacks.

- ***The reflective model¹***: Wallace (Ibid) proposed this paradigm to make a balance between the previous ones. It focuses on ***reflection*** as a conscious way of inquiring about the professional performance; in addition, this author highlights teacher education is made of two dimensions which are embedded within this model:

- ***Received knowledge***: It has to do with the intellectual knowledge of the profession, so it is related to the mastery of a specific area.

- ***Experimental knowledge***: It is concerned with the knowledge obtained from professional's ongoing practice.

The next chart summarizes the insights linked to this alternative model:



¹ See for further research in this matter: Wallace, M (1991). *Training foreign language teachers: A Reflective Approach*. Cambridge University Press.

On the other hand, Stern (1983) pointed out that teacher education seen from a philosophical language perspective can be tackled as a language teaching theory which shares with other educational activities the use of terms such as: “theory”, “practice”, “education”, “training”, “drill”, “instruction”, “curriculum”, “ends” and “means”, and so on”. In other words, what the author’s assertion connotes is that it is like an umbrella term that covers several elements, which are interrelated and thus constitute a solid body of the act of teaching.

Having made a short historical and theoretical review of what teacher education implies, we can say that there are different types of dimensions that compound teacher education such as: pedagogical, curricular, administrative, philosophical, methodological, and so forth. We will focus on the last one so that our study is centered on what teachers do in their English lessons.

In the same line, methodology is understood as “the study of pedagogical practices in general... Whatever considerations in “how to teach” are methodological” (Brown, 1994 p. 51). Thus, we are dealing with the *didactics* of the teaching field that is concerned with a discipline that explains the teaching-learning processes, based upon the reflection and dialogism among diverse axes (philosophical, epistemological, historical) that conform it and the agents that participate in the pedagogical practices.

By the same token, when referring to foreign or second language teaching, we could mention several methods and approaches that have arisen based on language teaching principles. Consequently, as this research is on the basis of methodology -since we purport to determine the dominant language teaching technique- we are to state the origin of every technique from those approaches' perspective, taking into consideration what has been posed by Nunan (1989), Stern (1983) and Brown (2001) in this regard. It is worth underlying that a brief definition of each technique will be presented in order to understand their relation to the language teaching approaches depicted below:

Controlled technique: It refers to use language in a limited way with predicted responses from the teacher. Hence, the next approaches characterize such a technique:

1. **Audiolingual:** It consists of a system of rule-governed structures hierarchically arranged.
2. **Total Physical Response:** Is basically a structuralist grammar-based view of language and imperative drills to elicit physical actions.
3. **Grammar Translation:** The grammatical features that are focused upon the coursebook and by the teacher in his lesson are not disguised or hidden.

- *Semicontrolled technique*: Language is used in a less restrictive way than the controlled; anyhow, the teacher provides patterns to follow.

1. **The Silent Way**: Learners are responsible for their own learning and must develop independence autonomy and responsibility but the teacher must (a) teach (b) test (c) get out of the way.
2. **The Natural Approach**: the teacher is the primary source of comprehensible input. Must create positive low-anxiety climate. Must choose and orchestrate a rich mixture of classroom activities.

- *Free technique*: Communication is the most important feature, thus a creative use of language is determining.

1. **Community Language Learning**: Combination of innovative and conventional Translation, group work, recording, transcription, reflection and observation, listening, and free conversation.
2. **Communicative Language Teaching**: Engages learners in communication, involves processes such as information sharing, negotiation of meaning and interactive activities.

Besides these considerations, when selecting techniques to teaching a foreign language, Richards (1998) quotes Halkes and Deikers (1984), who state that ***teaching criteria*** have to do with the “personal subjective values a person tries to pursue or keep constant while teaching”; as a consequence, every teacher has his/her own view of him/herself of his/her learners, their goals and their role in the classroom; all of which may be reflected in everyday practice.

Apart from this, Richards (Ibid) discuss two kinds of knowledge that influence the understanding and practice of teaching. One is in accordance with subject matter and curricular issues, as well as the design of lesson plans, instructional activities, materials, tasks, and teaching techniques. The other deals with teachers’ implicit theories of teaching; it means, the inner philosophy and comprehension of what good teaching is.

We can notice that the concerns and theories underlying language teachers’ practice were at first mostly procedural or instrumental, because many of them attempted to maximize learners’ performance by offering teachers a variety of strategies or approaches to teaching an L2. Nonetheless, with the origin of very directive methods or approaches like the audiolingualism, emerged also the need to create new ones like the silent way or the communicative approaches, which portray the linguistic and communicative requirements that students were facing.

The term technique and its types will be discussed afterwards as well as the different sorts of activities that are mostly found in an L2 classroom.

2.2 An Etymological View of Technique

First of all, the meaning of **technique** will be tackled from a general perspective to then be discussed from a pedagogical dimension with the aim of presenting how it is understood or taken for the development of our research. Thereafter, the sort of techniques for English language teaching will be introduced as well as types of activities.

The term technique has its etymological origin from the Greek word “*technikós*” which means according to the Webster’s New International Dictionary (1986), a body of technical methods used in scientific research. Likewise, Random House Webster’s Unabridged Dictionary (2001) defines technique as the body of specialized procedures and methods used in any specific field, and as the ability to apply procedures or methods to effect a desired result.

Concerning ELT instruction, Edward Anthony (1963) was the pioneer to establish a seminal work on such a concept, but first, it is necessary to display his proposal of three hierarchical elements that can be found when teaching a foreign language: **approach, method and technique**. *Approach* is a set of assumptions dealing with the nature of language, learning and teaching which is axiomatic and has implicitly a philosophy. *Method* is an overall plan for systematic presentation of language material based upon a selected approach that is mostly procedural; and a *technique* is implementational, it is a particular trick, stratagem or contrivance that is intended to achieve a goal; furthermore, techniques depend on the teacher's individual artistry and the variables h/she may encounter in the classroom which should rely on a method and therefore an approach.

Subsequently, Richards and Rodgers (1982, 1986) present the reformulation posed by Anthony so that they renamed those terms into: **approach, design and procedure** which have an umbrella term "method" that according to Richards and Rodgers (1982) is related to the specification and interrelation of theory and practice. Moreover, they asserted that an *approach* defines assumptions, beliefs and theories about the nature of language and language learning; *designs* are the relationships of those theories to classroom materials and activities, while *procedures* are the techniques and practices that are derived from one's approach and design.

Besides these considerations, Brown (2001) remarks his own rationale in relation to the concept of technique which is described as a wide variety of exercises, activities or tasks used in the language classroom to achieve lesson objectives. In this sense, we can see that the concept of technique may overlap with task as Skehan (1998) underscores: “A task is really a special form of technique. In some cases, task and technique may be synonymous... but in other cases, a task may be comprised of several techniques... tasks are usually “bigger” in their ultimate ends than techniques”.²

On the other hand, Douglas Brown (ibid.) goes beyond as regards what technique means within ELT instruction. Thus, he claims it is a superordinate term to refer to various activities that either teachers or learners perform in the classroom since they include all tasks and activities. In addition, they are almost planned and deliberate considering they are the product of a choice made by the teacher that can be addressed to the pedagogical units or components of a classroom session.

Brown (1995) introduces his own assertion of the term technique which according to him are the ways teachers select for presenting language items to learners taking into consideration that they must fulfill students' needs. In other words,

² Brown (2001), highlights the distinction between task and technique from Skehan's research on task-based learning.

what teachers look for is to succeed in pupils' learning and that is why a great number of techniques have arisen as an attempt to achieve such a goal.

As a result, Brown (Ibid) displays a sample list of some techniques submitted by Temperley (1981) which are ways of presenting language materials to students, differing from exercises that are ways of practicing language or to test or assess students after a lesson or a unit finishes.

TECHNIQUES: WAYS OF PRESENTING THE LANGUAGE

Bridging activities	Directed dialogue
Discussion	Grammar demonstration dialogue
Idea frame	Lecture on rules of language
Object-centered lesson	Verb-centered lesson

In addition, this author pinpoints that when presenting language, interaction may occur in different forms like between teacher and student, student and student, cassette player and student, and so on; emphasizing that the teacher's choice is to foster learning. In the same line, Adrian Doff (1991) claims teaching techniques have to do with the organization of learning activities, that is to say, an activity can be developed in different ways so as to obtain different results in accordance with the steps followed by the teacher.

As it can be noticed the word technique has been redefined since Anthony's groundwork, and, notwithstanding some modifications were triggered over the years, we can see how Edward Anthony's foundations remain solid despite new studies on this subject. Consequently, the term *technique* will be discussed along this research not only bearing in mind his assertions but also drawing attention to the fact that techniques have to do with a teleological and procedural view of language teaching with respect to the teacher's stance, his/her personal traits, the specifications posed on the syllabus, the institutional policies, the objectives expected to achieve through a particular activity that is framed within a lesson, as well as the particular conditions that underlie an EFL classroom; besides it has to be considered the extent to which such factors might affect learners' performance in the target language.

Bearing in mind, the definitions given for technique and the way it is conceived for this research, let us move on to the principal types of techniques found in the literature, which provides a wide variety of them that can be applied in a ELT classroom.

2.3 A Menu of Language Teaching Techniques

In the first place, it is worth presenting the seminal work posed by Douglas Brown (2001) in relation to the term technique and its classification, will be considered

as a determining theoretical foundation for our study. Nevertheless, it does not mean other proposals will not be taken into account; on the contrary, different viewpoints will give us a great source of information to establish a solid body of the sort of language teaching techniques that may be identified within the L2 classes target of this research project.

In this sense, Brown (Ibid.) asserts that techniques move from a manipulative to a communicative dimension, that is, when it is manipulative, the technique is absolutely controlled by the teacher with a predicted response from students. For instance drilling, dictation and reading aloud are typically controlled. When talking about communicative, learner's answers have an open ended nature in which the teacher has less control and therefore students interact in a freer and spontaneous form. Story-telling, brainstorming, roleplays, information gaps; among others are samples of such a technique.

Next, in order to clear up what control means, Brown (Ibid.) underscores there is always control in the classroom even if it is overt or covert. Consequently, this author explains the differences between controlled and free techniques, from which we defined the semicontrolled as follows:

Types of Language Teaching Techniques

<i>CONTROLLED</i>	<i>SEMICONTROLLED</i>	<i>FREE</i>
Teacher-centered	Use of language in a less restrictive way than the controlled, but taking into account linguistic patterns already set up by the teacher.	Student-centered
Manipulative		Communicative
Structured		Open-ended
Predicted student responses		Unpredicted responses
Pre-planned objectives Set curriculum		Negotiated objectives Cooperative curriculum

Subsequently, Brown (Ibid.) illustrates a taxonomy of techniques adapted from Crookes & Chaudron (1991) here he indicates he uses the term technique to what was referred as “activity” by those theoreticians, thus, such a taxonomy is divided into three categories: ***controlled, semicontrolled, and free***. Each one is composed by different kinds of techniques that will be developed as follows:

Taxonomy of Language Teaching Techniques (adapted from Crookes & Chaudron, 1991 ;52-54).

Controlled Techniques

1. Warm-up: Mimes, dance, songs, jokes, play. This activity has the purpose of getting the students stimulated, relaxed, motivated, attentive, or otherwise engaged and

ready for the classroom lesson. It does not necessarily involve use of the target language.

2. Setting: Focusing in on lesson topic. Either verbal or nonverbal evocation of the context that is relevant to the lesson point; by way of questioning or miming or picture presentation, possibly tape recording of situations and people, teacher directs attention to the upcoming topic.

3. Organizational: Managerial structuring of lesson or class activities. Includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, assigning homework or any other out of class task, etc.

4. Content explanation: Explanation of lesson content grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.

5. Role-play demonstration: Use of selected students or teacher to illustrate the 11 procedure(s) to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated.

6. Dialogue/Narrative presentation: Reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions (students may be asked to "understand").

7. Dialogue/Narrative recitation: Reciting a previously known or prepared text, either in unison or individually.

8. Reading aloud: Teacher or student reading directly from a given text.

9. Checking: Teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity. It can happen when students socialize work or after activities when it is necessary to check students answers to a given exercise. It also includes students' peer correction.

10. Correction or feedback: Teacher or students jumping in during students' performance to make corrections, provide feedback, make related comments, complete or finish students sentences, add information (it includes short content reviews).^{3*}

11. Question-answer, display: Activity involving prompting of student responses by means of display questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). Distinguished from referential questions by means of the likelihood of the questioner's knowing the response and the speaker's being aware of that fact. Students' questions to the teacher or their partners make part of this activity. Remember that the fact of using yes/no questions is not the only criterion; the main criterion is the fact that the questioner knows the answer. In class students usually don't know the answer for this reason their questions would fit into referential questions.

³ * As it was mentioned before Brown's taxonomy is significant for the development and solution of our research problem. Yet, an addition was made to this taxonomy of techniques when we were analyzing data, but it will be specified later in the methodological design section.

12. Drill: Typical language activity involving fixed patterns of teacher and student responding and prompting, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached.

13. Translation: Student or teacher provision of L1 or L2 translations of given text.

14. Dictation: Student writing down orally presented text.

15. Copying: Student writing down text presented visually.

16. Identification: Student picking out and producing/labelling or otherwise identifying a specific target form, function, definition, meaning or other lesson-related item. Reading comprehension exercises make part of this activity.

17. Recognition: Student identifying forms, etc., as in Identification, but without producing language as response (i.e., checking off items, drawing symbols, rearranging pictures).

18. Review: Teacher-led review of previous week/month/or other period as a formal summary and type of test of student recall performance.

19. Testing: Formal testing procedures to evaluate student progress.

20. Meaningful drill: Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from Information Exchange by the regulated sequence and general form of responses.

Semiconrolled Techniques

21. Brainstorming: A special form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit analysis or interpretation by the teacher.

22. Story-telling (especially when student-generated): Not necessarily lesson-based. Lengthy presentation of story or even by teacher or student (may overlap with Warm-up or Narrative recitation). May be used to maintain attention, motivation, or as lengthy practice.

23. Question-answer, referential: Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information). Distinguished from Question-answer, Display.

24. Cued narrative/Dialog: Student production of narrative or dialog following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialog (e.g., metalanguage requesting functional acts).

25. Information transfer: Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while listening to description). Distinguished from Identification in that the student is expected to transform and reinterpret the language or information.

26. Information exchange: Task involving two-way communication as in information gap exercises, when one or both parties (or a larger group) must share information to achieve some goal. Distinguished from Question-answer. Referential in that sharing of information is critical for the resolution of task.

27. Wrap-up: Brief teacher or student produced summary or report at the end of a lesson or activity of point and/or items that have been practiced or learned.

28. Narration/exposition: Presentation of a story or explanation derived from prior stimuli (that is to say, a dialog or story that the student received before and is not the product of something the teacher is showing him/her like pictures or scenes for students to construct at the moment). Distinguished from Cued Narrative because of lack of immediate stimulus.

29. Preparation: Student study, silent reading, pair planning and rehearsing, preparing for later activity. Usually a student-directed or -oriented project.

Free Techniques

30. Role-play: Relatively free acting out of specified roles and functions. Distinguished from Cued Dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.

31. Games: Various kinds of language game activity, if not like other previously defined activities (e.g., board and dice games making words).

32. Report: Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests. Akin to Composition in writing mode.

33 Problem solving: Activity involving specified problem and limitations of means to resolve it; requires cooperative action on part of participants in small or large group.

34. Drama: planned dramatic rendition of play, skit, story, etc.

35. Simulation: Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.

36. Interview: A student is directed to get information from another student or students.

37. Discussion: Debate or other form of grouped discussion (between teacher and students or students among them) of specified topic, with or without specified sides/positions prearranged. In these discussions the teacher can also play an important role

38. Composition: As in Report (verbal), written development of ideas, story or other exposition.

39. A propos: Conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.

On the other hand, Doff (1991) highlights that a controlled practice has to do with using specific structure to make sentences or questions, that is to say, students are asked to produce just the correct form as a mechanical practice but without expressing meaning. Conversely, a free practice provides learners the opportunity to use a structure by talking about their own lives, expressing their opinion, beliefs, feelings and so forth.

Gower et al. (1995) state that controlled practice is applied when the teacher guides or limits the students' use of language. For example, eliciting students' answers for given questions, completing sentences, words, pictures, and the like. Guided or Cued practice takes place within a framework set up by the teacher in which students' language production departs from cues provided by the teacher like words, signals, pictures, actions, and so on.

Creative or freer practice permits little control of the language by the teacher since learners can express their own ideas and feelings by means of interaction. That is, the teacher does not know beforehand the responses that will be stated by

students and what is paramount in here is the negotiation of meaning, which leaves aside the focus on language forms.

Another contribution that helps defining the concept of language teaching techniques is stated by Celce-Murcia and Hilles (1998), who point out that teaching techniques can be centered on three types of matches in accordance with the purpose or usage of the language structure: *Structural- social matches*, *structure-meaning matches* and *structure discourse matches*. The first one has to do with social relationships, for that reason, the language forms used are related to the use of modals, and requests. Hence, dramatization or interactional techniques permit to establish a link between structure and social function. The latter can involve techniques of demonstration, illustration, and Total Physical Response activities since the environment helps students matching linguistic forms with semantic variables. The last one includes text generation, manipulation, and explanation techniques as well as a combination of the techniques mentioned above.

To summarize these insights, the authors illustrate the following chart adding the resources that complement each technique.

Three Elements to Match with Structure

	<i>Factors</i>	<i>Technique</i>	<i>Resources</i>
Structure +	Social	Dynamic interactional techniques (e.g., dramatization)	Socially oriented activities (e.g., skills, roleplay)
Structure +	semantic	Listening and responding; demonstration; illustration; static techniques	Objects such as pictures, realia, graphs
Structure +	Discourse	Text generation and manipulation; explanation	Linguistic object and activities such as songs, problems, stories

Accordingly, let us look at some types of techniques proposed by different authors that aim at fostering an effective learning over students. In this way, Celce-Murcia & Hilles (ibid) suggest some useful techniques when teaching grammar. For instance, they pose ***listening and responding*** which according to them is an approach that enhances listening comprehension during a silent period so as to

trigger a subsequent response from the learner; such a technique includes: Listening and physical response, listening and drawing, listening and coloring, listening and manipulating, looking-listening and verbal response, listening and speaking and listening and writing.

Telling stories is also presented by these theoreticians as a form of illustrating, and eliciting grammar points, besides it provides a real context, getting students' attention. **Dramatic activities** are thought as a suitable technique to teach grammar structures that are related to social factors. Likewise, Celce-Murcia & Hilles, quote, what Stern (1980) asserts: "Drama raises self-esteem by demonstrating to second-language learners that they are indeed capable of expression themselves in realistic communicative situations." (p.80), such a technique can include role-plays, dialogs, transcribed conversations and skits. What is more, Celce-Murcia & Hilles (ibid) point out that **group work** can be tackled as a technique since it enhances communicative practice among students. **Realia** is submitted too as a teaching aid that may be joined with storytelling and roleplay techniques so that as Celce-Murcia & Hilles citing Heaton (1979) "it is an associative bridge between the classroom and the world". Lastly **graphics** and **pictures** are taken by these authors as complementary resources of the techniques displayed.

Gower and Walters (1983) recommended some teaching techniques to keep in mind when teaching a foreign language. First, **eliciting which** is seen as a technique

for setting up an activity by getting ideas from students in relation to a context or particular vocabulary which permits to get learners involved and increasing their speaking time. **Correction** is considered as one of the most difficult in language teaching since correcting errors is focused on language forms; however, they establish the difference between mistake and error, the first is a slip that can be self-corrected by the student with the guidance of the teacher and the latter is deeper because the learner thinks he/she is correct or maybe she/he may ignore the right form of the utterance. In addition, the authors highlight the use of this technique ought to be carried out when language is being controlled by the teacher; in semi-controlled practice, correction will depend on the aim of the activity, and in communication activities correction should be given just at the end.

Other teaching techniques or strategies posed by Gower are: ***promoting interaction between students*** which enhances communication and cooperation over the members of a group. ***Using the board*** which is concerned with the elements that should be there, like: permanent or reference material, material for the development of the lesson, impromptu work and notes and reminders. ***Using audio and video tape recorders which*** is considered as a technique as well, since those mechanical aids are supplementary materials; notwithstanding, it is required to establish an objective intended to get a language goal by this means. The last technique proposed is ***indicating sounds, stress and intonation*** which is suitable when working on pronunciation, this can be developed by stressing the strongest syllable by mouthing

the word, finger indication, visuals, hands movements, facial gestures and phonetic symbols.

According to Lewis and Hill (1992), listening as a technique can be divided into very important sub-skills which are taken into account to develop or to apply this technique:

Among the sub-skills of listening are:

- Ability to follow the *general* trend of what is said
- Ability to understand *specific* details
- Ability to *check* a specific piece of pre-knowledge against what is said.
- Ability to understand the speaker's *intention* (why did) (s) he say something?
- Ability to understand the speaker's *attitude* (how(s) he felt).

In addition, Lewis and Hill (ibid) state that one remarkable element when dealing with listening is the context in which the situation takes place. It refers the development of the pupils' knowledge, since a factor of difficulty that students have to face with respect to this technique is the lack of preparation. But, Lewis and Hill purpose to improve the development of this technique by making a thematic introduction to the students who should be told "what it is about" as well as the kind of guidance on the structure of what they are going to hear. Regarding techniques for vocabulary, Lewis and Hill outline that learners need to be encouraged in order to

maintain a list of words and phrases (e.g. lexical points), it is to say, the student would be able to grow his/her vocabulary performance. For example:

I'm afraid not

Cheer up!

I'd rather you didn't, if you don't mind

put up with

If you like

look out for

On the other hand, Paulson suggests three teaching techniques related to composition: 1) Correct language form 2) Mechanics 3) Organization of content (1976, 205). In addition, Paulson argues about a type of composition:

Controlled composition "consists of a written model of some type with directions for conversations or specific language manipulations in rewriting the model. The degree of control lies both within the type of manipulation the student is asked to execute on the model" (1976, 206).

Besides, Paulson points out and quotes Maryuth Bracy (1970) about ***Technique of Semicontrolled Composition***: "exists a broad gap between the least-controlled writing and entirely free compositions". (p. 223). For Paulson the learner will still create a big number of errors, but his performance is such that he needs to shift beyond carefully controlled manipulation of structures and vocabulary. Paulson adds some comments about the controlled technique in writing skill which presents drawbacks:

"The problem is not to structure the content so that specific sentence structures will result; otherwise, the students are back to controlled writing. The suggestion is to explore ways of re-structuring topics so as to graduate the control...The result would

be a range of “freeness” in composition similar to the already well-defined range of school in writing(1976,223).

Moreover, Paulson remarks the value of **free composition** which helps a student to develop the writing performance through his/her meaningful aspects of his/her life:

“...students need to write occasional free compositions. Students need to give vent to their feeling, put across their own ideas and get a feeling of independent achievement in the new language. The major guideline, then, to procedures dealing with free compositions on this level should be to preserve this sense of achievement by minimizing the possibility for and emphasis on errors” (1976, p. 230).

Taking into account the previous overview made about some teaching techniques carried out within the educational setting of an L2 learning, we will delve into sorts of activities drawing attention to the **Communicative Approach** (taking into account that it is tackled as a paramount element by the two participant teachers of this study). Hence, those types of activities are to be discussed as other constructs that provide theoretical support to our research.

2.4 Activities within Foreign Language Classrooms

First of all, an **activity** is defined by Brown (1994) as anything that students do in the classroom involving their participation and not the teacher's. On the other hand, other authors like Crookes (2003) contends that an “activity is a segment of

classroom life..., is intended to cover all distinguishable behavioral segments in a classroom...” (p. 144)

By the same token, whether we look at those definitions, it can be inferred that Crookes’ concept of activity is very similar to what Brown stated regarding techniques. In other words, both terms have to do with everything done by teacher and students in the classroom; and that is why they are connected. Nonetheless, along this study we will refer to **activity** as what is done by students, and **technique** as the intent that underlies to the activities proposed by the teacher.

Then, Gower et al. (1995) categorize activities into three types which may have an overlap; ***In controlled activities*** the teacher is who decides the language item to be practiced by using prompts or lots of drilling exercises, as well as dialogues provided by him/her or written exercises which only have a single correct answer. The second, ***guided activities*** allows the teacher to decide the structure to be practiced but there is a certain degree of freedom given to students; furthermore, materials give different language choices although they are limited. The authors also affirm those kinds of activities enhance the practice of students of structures or vocabulary, while the third, ***creative or free communication activities*** promote the development and writing skills since students are allowed to communicative freely despite there is a given situation posed by the teacher.

According to Doff (1991) communicative activities are intended to foster communication in the target language by setting up a context of real communication; that is, using language from real life to compare it with one that is used in the classroom. Likewise, he underscores the idea is to create a “communicative need” because when students interact is mainly to say things others ignore or to get information from other people.

As a consequence, Doff (Ibid) specifies the following communicative activities to put into practice in an EFL classroom:

EXCHANGING INFORMATION

- ***Information gap exercises:*** Most of these activities are designed to work in pairs, so every student is given different information in order to make questions, or to tell each other what they have, to solve the activity.
- ***Exchanging personal information:*** Students share their own lives, experiences, interests with their classmates which make it a meaningful activity since learners talk about themselves and there is a natural ***information gap*** where everyone says something different.

- ***Pairwork activities:*** Teacher divides the whole class by pairs in which each couple works simultaneously.
- ***Groupwork activities:*** The class is divided into small groups (four or five students per group) where students are asked to work altogether. As well in pairwork, groups work at the same time.
- ***Eliciting:*** Consists of involving students in the presentation stage by asking them about their ideas, suggestions, opinions, and guesses. It also allows the teacher to figure out what students know and what they do not, or to review something that was taught earlier.
- ***Roleplay:*** It is a form of taking real life situations to the classroom in which learners are asked to imagine, to pretend to be a different person who plays a role into an adapted situation. In this activity students are likely to improvise although there is a fixed setting.

As these activities are intended to enhance *communicative competence*, Paulson (1976) highlights its importance in language teaching. For that reason, she quotes what Francis Johnson (1976) states about communication:

“Requires interpersonal responsiveness, rather than the mere production of language which is truthful, honest, accurate, stylistically pleasing, etc, those characteristics which look at language. Our end product is surely getting things done, easing social tensions, goading ourselves into doing this or that, and persuading others to do things. Communication arises when language is used such as interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols” (p. 55).

In addition to this, Paulson quotes what Hymes states about communicative competence: “communicative competence must include not only the linguistic forms of a language but also a knowledge of when, how and to whom it is appropriate to use these forms”(1976, p. 56).

Now, it is worthy to clarify the distinction between controlled techniques and controlled activities. They are named in this way, because they come from different authors' perspective; the first is from Brown (2001), and the second was stated by Gower et al. (1995). Yet, as we posed before, activity is concerned with the work made by learners; and technique with the purpose attached to the activity.

To conclude, we can notice the concerns and theories underlying language teaching have triggered the emerging of teaching techniques that have appeared in harmony with a particular educational paradigm. For this reason, the aim of this literature review was to be aware of the stated theoretical background related to this research so as to ground our own scheme that fits and fulfills the main goal of this study. Within the upcoming chapter the research design and the analysis of data will be presented in order to solve our research problem.

3. RESEARCH DESIGN

As the aim of this study is to inquire about the principal type of language teaching technique (controlled, semicontrolled and free) of two English teachers, our research strives to describe and interpret the methodological dimension of teaching English as a foreign language. For that reason, looking into the phenomena that underlie such a field from the lessons of two university professors of a teaching program, might be a helpful means of understanding, what direct pedagogical and methodological implications can be triggered based on the findings obtained; in order to enhance a subsequent reflection upon these concerns as the first step to set up a pedagogical debate in relation to the teaching of English within the Lasallian context.

3.1 Participants and setting

This research exercise was carried out at Universidad de La Salle. This university is a private institution located in Bogotá that offers undergraduate and postgraduate studies; thus, the milieu in which the current investigation was developed is concerned with the major in teaching of Spanish, English and French languages, that consists of ten semesters.

The participants of our monograph work belonged to the area of English. They were two of the six teachers that had participated on a research project¹ in which we were involved as assistant students. We decided to select the two first semester teachers from day and night shift since they represent the way English language is presented and practiced at the first stage of the teaching program. The participants' ages ranges between 30 and 40 years old; one is a man, Andrés, and the other is a woman named María, who have been teaching over 10 to 15 years at different schools and universities. Both of them have postgraduate studies and have been working for La Salle University for more than two years.

3.2 Type of Study

This research is centered on a qualitative study which in accordance with Taylor & Bodgan (1984), Merriam (1998) and Burns (1999) draws on data collected by the researcher to try to understand and explain the meaning of human behavior or social phenomena avoiding the disruption of the natural setting. In the same line, Taylor & Bodgan (Ibid) underscore that a qualitative approach is not a superficial look at a particular context or people; on the contrary, it is a systematic research conducted with demanding but not necessarily standardized procedures.

Moreover, it is a descriptive –interpretative case study that is characterized by the use of questions that are intended to be answered through the research process, which do not consider any kind of variable. This type of study only describes and attempts to interpret the phenomenon under study (Seliger & Shohamy, 1990). Likewise, Merriam (Ibid) citing Smith

¹ The title of the project was *“Didactics at Universidad de la Salle: a descriptive study of the English teachers' didactic sequences at the Languages Teaching Program”*

(1978) asserts that a case study aims at describing and analyzing a single unit or bounded system such as an individual, a group, event and so forth. Hence, it matches with the objective of our study that is to describe and interpret the main language teaching technique implemented by two English teachers.

It is also important to highlight that our role as researchers was that of non-participant observers as stated by Burns (1999), the researcher's purpose is to remain aloof and to have little or no contact with the subjects implied in the research. Hence, what we purported with the observation technique was to take a conscious *notice* of classroom actions which are relevant to the issues being investigated (Burns, Ibid). In other words, we played a passive role within the participants' classes to avoid disrupting the lessons observed, and we kept on recording classroom events as precise as it was possible, avoiding any type of evaluation or subjective inferences.

3.3 Data Collection Procedure

As this study comes from the research project mentioned, the instruments used to gather information are those applied in such a study. Thus, open observation sheets (see appendix 2) were considered as the most suitable form of registering all facts found in an L2 classroom. As stated by Seligner & Shohamy (1990), this type of non-structured observation permits to obtain a great amount of data; likewise it allows researchers to get more relevant information from the class descriptions recorded on it.

It is also worth clarifying this instrument had a piloting stage which attempted to obtain appropriated sources of information that could be useful to solve the research query. Hence, the class observation instrument was first piloted from September to October 2006, which let us realize that a detailed description from the teachers' lessons was the best way of keeping a record in relation to the activities carried out by the participants.

After the piloting period we completed class observations, from the last week of January to the second week of March (during a whole didactic unit), keeping in mind a that highly descriptive narration was required without subjective evaluation to achieve the major research goal. Systematicity was intended as a way to give validity to the instrument and the act of observing.

As it was previously mentioned, it is important to underline we adopted a non-participant role as observers with the aim of not disrupting teacher and students' performance; following Burns' (1999) concept of *non-participant observation* that has to do with watching and recording without personal involvement in the research context . It can be noted that our task as observers was to be as less noticed as possible by the teacher and learners during our presence in the classroom, which made us have a passive stance to avoid interrupting lesson dynamics. To do so, we implemented an ongoing system of register based on Croll (1995) that is intended to

record in a continuous way the development of class facts as regards what teacher and students do.

In addition to this primary instrument, the participant teachers were asked to fill out logs at the same time as the observations were being written (see appendix 3). Teachers' logs are considered as a complementary element to the former one, which, in accordance with Richards & Lockhart, are lesson reports that consist of a structured inventory or list which enables teachers to describe their recollections of the main features of a lesson (1994). Thus, Their objective had to do with fostering reflection on what teachers had done during a lesson; in this way, teachers should describe in detail the development of their class from their own view. Similar to the observation sheets, teachers' logs were first piloted and completed by each participant so as to enrich the outcomes obtained from the previous instrument as concerns the learning activities developed, and the purpose every one intended to achieve.

The third source of data collection was a semi-structured interview made with the teachers (see appendix 4); this type of interview, according to Burns (Ibid), is open-ended in order to provide more flexibility. In addition, the author asserts that this interview permits the researcher to prepare guidelines of questions to be used in a no fixed order, and therefore it gives rise to a more equal balance between interviewer and interviewee. Thus, the semi-structured interview was developed at the end of the observation phase in order to inquire about the teaching process carried out by the

participants. It was mainly designed according to the information collected from the preceding instruments following a protocol of questions related to general items of class procedures. Each semi-structured interview was audio taped and then transcribed and analyzed. Later it was compared to the patterns found in the other two instruments in order to establish triangulation among the three instruments (Merriam, 1988).

Finally, in order to analyze data we adopted an apriori approach that, as stated by Freeman (1998), starts with established categories to be organized into a basic display, thereafter the quantity of items are determined using numbers as a way to *name* what is in the data, and then they are counted and compared to provide *patterns* and *frequencies*. This approach was apriori because we adopted the three kinds of language teaching techniques that Brown (2001) proposes in his taxonomy of language techniques; from which, we attempted to find the most predominant one in each teacher's lessons.

4. DATA ANALYSIS

Bearing in mind the stated research question and the main objective to achieve, that is, to identify the dominant type of language teaching technique (controlled, semicontrolled and free) implemented by the two participant teachers; we made a deep reading of the raw data so as to find common patterns which could lead

us to answer the research queries. In this sense, along this chapter we will delve into the description and analysis of the three instruments we applied to collect data, we will discuss the emerging results from the statistical analysis and we will show some sample excerpts from these sources to validate such outcomes.

4.1 Categories for Data Analysis

When we were examining the data gathered, two main categories were adopted so as to group such information and achieve our research goal that is to identify the dominant language teaching technique. Therefore, the categories implemented were: *language teaching techniques* and *teaching activities*. Consequently, we made statistical analysis to go through those central elements taken from the two participants' instruments. First of all, we will look at the core of this study, that is to say, the three types of language teaching techniques: controlled, semicontrolled and free; according to the information collected from the observation sheets and the teachers' logs whose diagrams are as follows:

Language Teaching Techniques (Class Observation Sheets)

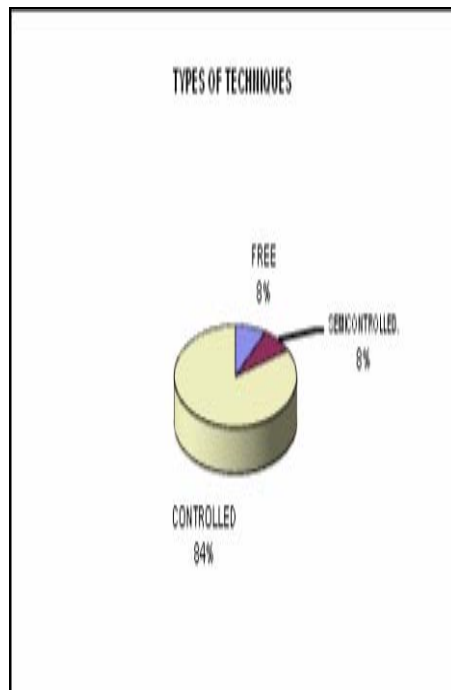


Diagram 1 María

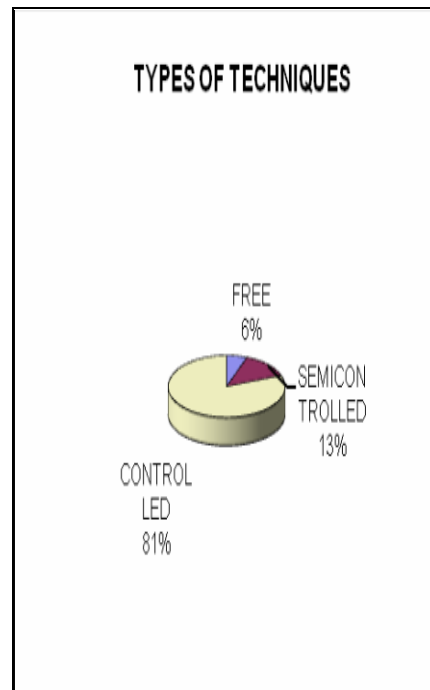


Diagram 1 Andrés

As it can be observed, in teacher María's results the controlled technique obtained the highest percentage, 84%, over 8% for both semicontrolled and free techniques. With respect to professor Andrés' findings, the controlled technique was the highest with 81%, followed by the semicontrolled with 13% and the free ranked 6%. Hence, it asserts the controlled language technique is by far an outstanding element for the development of Andrés and María's classes, based upon what was recorded on the observation sheets. Now, the emerging statistics in relation to the teachers' logs are displayed below:

Language Teaching Techniques (Teachers' logs)

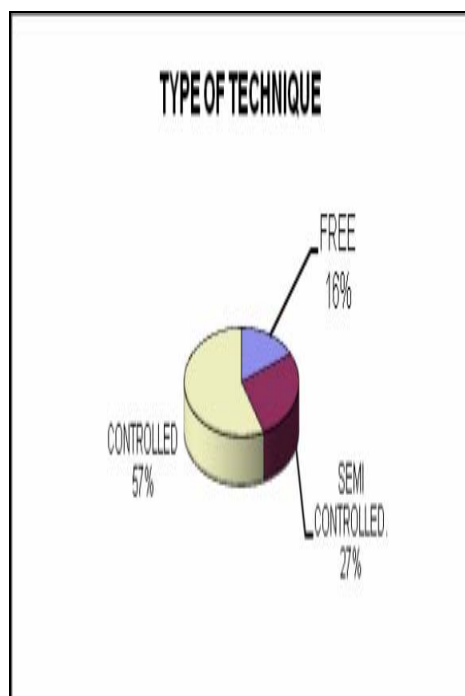


Diagram 2 María

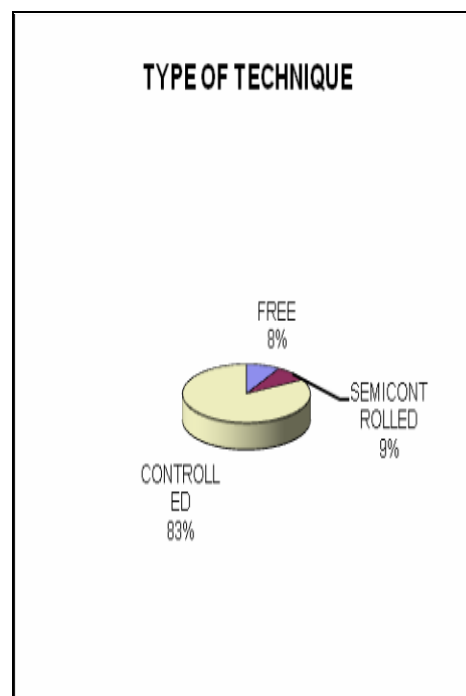


Diagram 2 Andrés

As a consequence the forthcoming comparative chart depicts the results obtained for every teacher concerning the two main instruments applied:

Comparative chart Language Teaching techniques

TECHNIQUES MARÍA		TECHNIQUES ANDRÉS	
OBSERVATIONS	LOGS	OBSERVATIONS	LOGS
CONTROLLED= 84%	CONTROLLED= 57%	CONTROLLED= 81%	CONTROLLED= 83%
SEMICONTROLLED= 8%	SEMICONTROLLED= 27%	SEMICONTROLLED= 13%	SEMICONTROLLED= 9%
FREE= 8%	FREE= 16%	FREE= 6%	FREE= 8%

Table 1

These findings determine that the *controlled technique* is the most used by teacher María with 57%, by contrast, it obtained 84% in the observation sheets. The *semicontrolled* showed 27% over an 8% from the observations; whereas the *free technique* had 6% in comparison to the observations which ranked 8%. Relating to the emerging outcomes from teacher Andrés' instruments, we can say that both observation sheets and teacher's logs displayed very similar results. The *controlled technique* obtained 83%, over 81% in the observations, then it was followed by the *semicontrolled* with 9% on the logs, with 13% in the observation sheets; and the *free technique* had 8% on the logs according to a 6% in the observations.

Accordingly, what the participants have in common is that the controlled technique is paramount concerning the statistical results. Thus, the second category of analysis -teaching activities- will be examined in order to find out whether the preceding outcomes can be validated or not. In other words, when analyzing such a category we will highlight the four activities most developed by every teacher, taking into consideration a frequency criterion. Subsequently, we will determine to which kind of technique each activity corresponds in accordance with Brown's taxonomy. To do this, we are to display the emerging results from class observation sheets and teachers' logs

As it was stated, class observation sheets were applied to collect information on what teachers and students do during a lesson. The observation stage lasted two months, thereby 22 observation sheets were gathered (12 from Andrés and 10 from María) giving a total of 44 hours of class observed. This instrument is considered by far as the richest due to the information it provided. For that reason, when the categories of analysis were being thought, Brown's taxonomy (2001), adapted from Crookes & Chaudron (1991), was taken as the seminal pattern for grouping the teaching activities that had been found on the observation sheets.

Nonetheless, an additional activity was placed (number 10: Correction or feedback) which gave as a result 39 activities (See appendix 7). Accordingly, as every activity was labeled, we used the corresponding number for each one (from 1 to

39) to codify data in all instruments applied. In order to exemplify the criteria adopted to examine the data gathered, see the following sample:

The teacher introduces a new topic to talk about. It is the coming of age “here in Colombia when a teenager becomes an adult?” The students say that at 18. They talk about what is permitted when people is in this age. They say that people can vote, work, drive a car and etc. (Observation sheet, María, February 2nd, 2007)

Taking into account the activities specified at Brown’s taxonomy and reading this excerpt, we concluded the activity that underlies the classroom action here is number 2 which is named as *setting*:

2. **Setting:** Focusing in on lesson topic. Either verbal or nonverbal evocation of the context that is relevant to the lesson point; by way of questioning or miming or picture presentation, possibly tape recording of situations and people, teacher directs attention to the upcoming topic. (Brown, 2001).

From the quote, it can be inferred that the teacher is introducing a topic and that is why she asks questions to students to get them involved and elicits information related to what they are going to deal with in class. “*The teacher introduces a new topic to talk about. It is the coming of age “here in Colombia when a teenager becomes an adult?”*”. Thus, this activity suits quite well what the teacher is doing at this stage of the lesson.

Furthermore, to identify in a more practical way the types of techniques-that is the core of this study- we codified them into geometrical shapes to have a more practical form of getting results. To illustrate what has been stated, we adopted the following categories

Controlled Technique = Δ (triangle)

Semicontrolled Technique = O (circle)

Free Technique = \square (square)

Returning to the sample passage from the observation sheet, the categories just described allowed us codify the activity as follows:

(2 Δ) The teacher introduces a new topic to talk about. It is the coming of age “here in Colombia when a teenager becomes an adult?” The students say that at 18. They talk about what is permitted when people is in this age. They say that people can vote, work, drive a car and etc. (Observation sheet, María, February 2nd, 2007)

This means of codification tells us the activity carried out by the teacher was number 2, **setting** since the teacher purports to introduce a new language topic to students, and, as the activity belongs to the first group of techniques in accordance with Brown (Ibid), it is a controlled technique (Δ).

4.2 Statistical Results

Now, we can move on to the statistical analysis of the class observation sheets of the participants to find out which technique is determining within teachers' practice. To do so, we will take each teacher's instruments simultaneously to be informed on

the way they developed their lessons. This forthcoming analysis will be centered on the percentage that every activity had in terms of frequency. To start with the analysis of this first instrument, we will see teacher María and Andrés' statistics about activities:

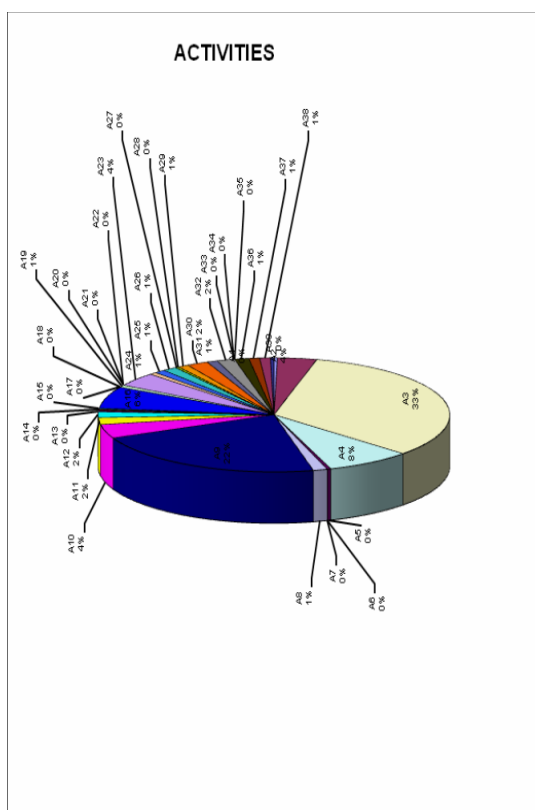


Diagram 3 María

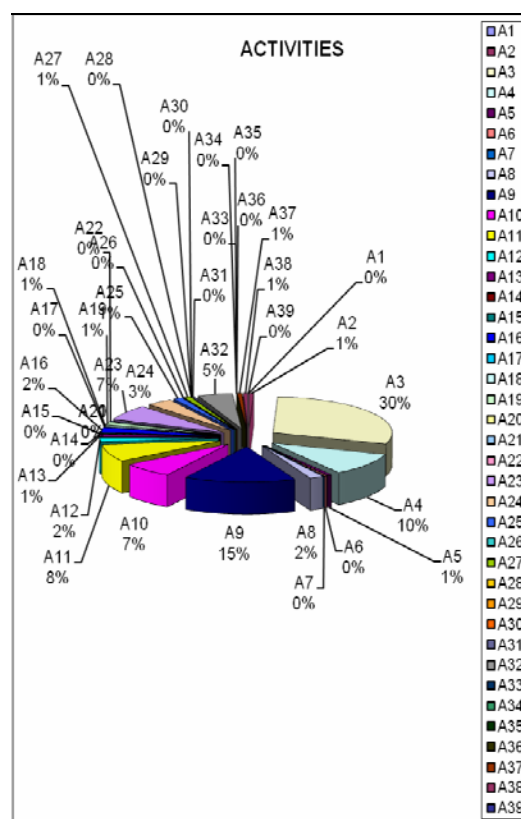


Diagram 3 Andrés

To understand these illustrations, the letter A means the abbreviation for activity, while the number comes from Brown's taxonomy (Ibid), for that reason there is a total of 39 activities examined in such pie graphs. As shown in statistics the four activities most significant for teacher María are: A3 which had the highest percentage

with 33%, that is to say, **organizational activity**; it was followed by A9 with 22%, **checking activity**; A4 with 8%, **content explanation activity**; and A16 with 6%, **identification activity**. Based upon these outcomes, we can see all activities make part of the controlled techniques group which confirms that this teacher actually underscores the importance of guiding students' performance in the classroom.

Concerning teacher Andrés' statistics the most remarkable activities are: The first was A3 with 30%, it means, **organizational activity**; the second one was A9 with 15%, **checking activity**; A4 with 10%, **content explanation activity**; and A10 with 7%, **correction or feedback**. Similarly, the most representative activities carried out by this professor belong to the controlled techniques posed by Brown (2001); which emphasize on the regulative role he assumes to develop his English lessons. The next comparative chart shows the outcomes that arose in regards to the statistics stated above:

Comparative chart Language Teaching Activities (Class Observation Sheets)

MARÍA	ANDRÉS
A3 "ORGANIZATIONAL" = 33%	A3 "ORGANIZATIONAL" = 30%
A9 "CHECKING" = 22%	A9 "CHECKING" = 15%
A4 "CONTENT EXPLANATION" = 8%	A4 "CONTENT EXPLANATION" = 10%
A16 "IDENTIFICATION" = 6%	A10 "CORRECTION OR FEEDBACK" = 7%

Table 2

The previous chart indicates that both teachers' classes are very similar in relation to the activities applied. In other words, among the four kinds of activities more highly ranked for each of them, they just differ in the last one; so that the fourth activity developed by teacher María is the 16th, "**Identification**" whereas the fourth for teacher Andrés is the 10th, "**Correction or Feedback**". Consequently, what can be concluded from these findings is that both professors María and Andrés often implement activities referred to controlled language teaching techniques, which have to do with a limited use of language from students so that the teacher knows beforehand the responses that will be given by students.

Additionally, as it was posed in the data collection section, the second instrument we applied to gather information were teachers' logs. They allowed us to complement what was recorded at the observation sheets and to have teachers' view of the activities they developed by means of their register. As this instrument was expected to triangulate information, it was analyzed bearing in mind the type of technique the participants favored the most. Hence, teachers were asked to fill them out at the end of each class or after it. Likewise, what they had to register was the class topic, the lesson objectives, the description of every single activity in accordance with the order they were developed, the objective posed for every activity, and the material used.

Teachers' logs had the same system of coding data as the one of the observation sheets since the purpose was to establish relationships between the two instruments. Nonetheless, it is important to clarify that teachers' logs were not as descriptive as the observation sheets, for that reason, what teachers wrote down from their own perspective should be considered carefully when analyzing data, because activities might have been described differently from the observations due to the fact that every teacher has his/her own theoretical and experiential background referring ELT instruction. In this sense, the statistics that emerged as concerns the most representative activities for teacher María and Andrés according to the logs were:

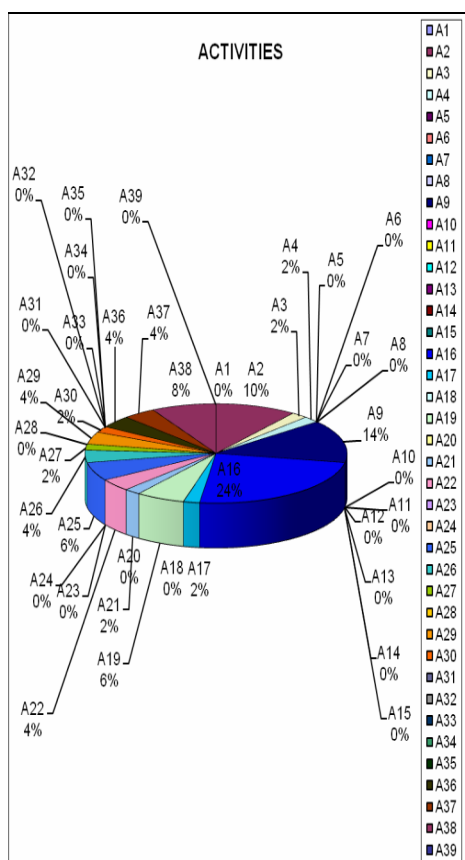


Diagram 4 María

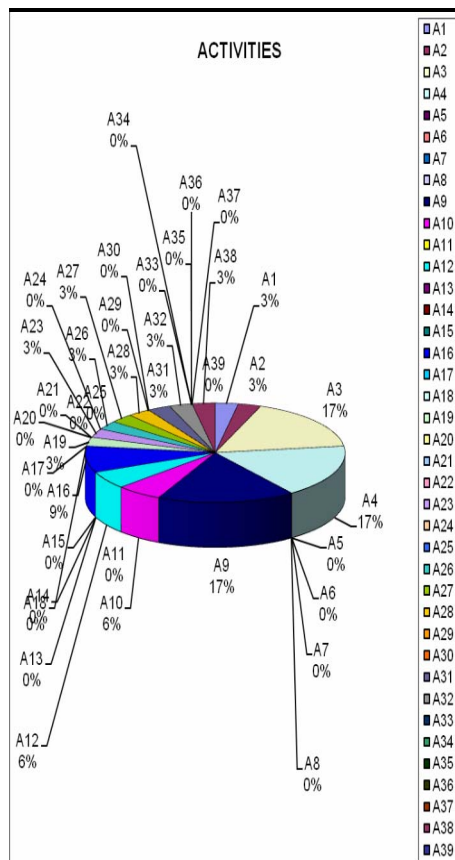


Diagram 4 Andrés

To have a simpler view from such statistics, the following table makes a comparison of the outcomes obtained in each instrument:

Comparative Chart María

OBSERVATION SHEETS	LOGS
A3 "ORGANIZATIONAL" = 33%	A16 "IDENTIFICATION" = 24%
A9 "CHECKING" = 22%	A9 "CHECKING" = 14%
A4 "CONTENT EXPLANATION" = 8%	A38 "COMPOSITION" = 8%
A16 "IDENTIFICATION" = 6%	A19 "TESTING" = 6%

Table 3

The previous pie chart from professor María's logs indicates changes with respect to the observation sheets. For example, the activity more highly ranked was A16 "identification" with 24%, while in the observation sheets it was the last with 6%; the second one was A9 "checking" with 14% which had 22% in the observations; however, the most noticeable difference was A38 "composition" with 8%, which belongs to the free technique and did not appear as a relevant activity in the observation sheets.

Following Andrés' results a contrastive analysis will be made so as to look at the most salient activities implemented by him in accordance with the observation sheets and teachers' logs:

Comparative Chart Andrés

OBSERVATION SHEETS	LOGS
A3 “ORGANIZATIONAL”= 30%	A3 “ORGANIZATIONAL”= 17%
A9 “CHECKING” = 15%	A4 “CONTENT EXPLANATION”= 17%
A4 “CONTENT EXPLANATION” = 10%	A9 “CHECKING”= 17%
A10 “CORRECTION OR FEEDBACK”=7%	A16 “IDENTIFICATION”= 9%

Table 4

What Andrés’ findings tell us is that there is a correlation between the logs and the observation sheets regarding the most practiced activities. That is to say, A3 “organizational” obtained the highest percentage with 17% and in the observations it was the first with 30%; the second ranked in the logs was A4 “content explanation” with 17% while it was the third in the observation sheets with 10%; the next activity scored on the logs was A9 “checking” with 17% whereas in the observations it had the second place with 15%; the last activity more highly ranked in the logs was A16 “identification” with 9%, but it did not appear among the ones with the highest percentages in the observation sheets.

Apart from these findings, we should pinpoint the similarity concerning the percentage scored for the activities 3, 4 and 9, which obtained 17%. This may be due to the equivalent relevance teacher Andrés gives to them when developing his lessons. Furthermore, these activities and A16 make part of the controlled technique; which confirms the managerial role that this professor assumes to carry out the first semester lessons he is in charged of. Consequently, the upcoming section will depict what have been posed by statistics in relation to the data gathered from the three instruments.

4.3 A Perspective of the Language Teaching Techniques from the applied instruments

In what follows we will illustrate some samples taken from the observation sheets, teachers' logs and semi-structured interview to clarify how teaching techniques were handled by María and Andrés. To do this, we will display excerpts obtained from the information collected, drawing attention upon the activities that were more highly ranked. Therefore, as the activity with the highest percentage was A3 "Organizational", it will be defined and described from a sample as follows:

3. Organizational: Managerial structuring of lesson or class activities. Includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, assigning homework or any other out of class task, etc. (Adapted from Brown, 2001).

(3Δ) Teacher passes out a handout to classify expressions related to work. Students are told they may be given 10 minutes to work in pairs, check in dictionaries and match expressions (Observation sheet, María, February 8th, 2007)

This excerpt demonstrates the teacher gives instructions to learners which are intended to guide them for their task completion: “*students are told they may be given 10 minutes to work in pairs, check in dictionaries and match expressions*”. That is why, she distributes some material, gives students some time limit, and arranges the class activity by pairs. Thereby, activity 3 was linked to this passage since the teacher organized the activity steps for students to follow and thus achieve its objective. Likewise, it is an organizational activity in which the teacher plays a role that has to do with the control of the class, because she is the one who says what should be done; besides, it can be inferred that there is not a creative use of language since learners’ response are already known by the teacher. Hence, it belongs to a controlled technique (Δ).

Regarding teacher Andrés’ activities, the excerpt below shows the way activity 3 is carried out by him:

(3Δ) “ater he tells them that for next class they need to correct the mistakes they made in a previous presentation for a speaking in the next class. He gives some other prompts about presentations like not reading during the presentation and to try to memorize in order to improve their vocabulary and structure.” (Observation sheet Andrés, February 16th, 2007)

The preceding quotation clarifies the importance teacher Andrés gives as regards the guidance he is expected to provide to students when performing a particular activity. For instance, he highlights some useful tips or general procedures when doing oral presentations: *"He gives some other prompts about presentations like not reading during the presentation and to try to memorize in order to improve their vocabulary and structure"* (3). Thus, the technique implemented is the controlled (Δ) because of the teacher's role as the one who states what should be done and how.

The high proportion of the organizational activity in these teachers remarks the significance of providing instructions, and guiding students' work to avoid that the class take a wrong path that might not be expected by them, this usually happens during the whole lesson and not in a particular stage of it. In this sense, authors like Brown (2001), Gower et al. (1995) and Crookes & Chaudron (1991) refer to class organization as a determining dimension that has a meaningful influence on language learning processes. For that reason, such a foundation may support the relevance given to this type of activity by both professors, since guiding learners' performance can be tackled as a determining issue within the English language instruction.

Despite the organizational activity was mostly recorded on the observations, it was never registered on the logs by the participants. This may be due to the fact that such an activity is considered by them as an innate aspect of a foreign language

teaching; so that giving instructions, arranging classroom seats, scolding students, etc, make part of an L2 classroom life. Notwithstanding, it is worth highlighting that the organizational activity is part of the controlled technique, when pupils are directed in an explicit way by the teacher because his/her directions have been clearly specified.

The next activity emphasized by professor María according to the statistics was A9 with 22%. It is called **checking** and consists of teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity. It can happen when students socialize work or after activities when it is necessary to check students answers to a given exercise. It also includes students' peer correction. (Adapted from Brown, Ibid). The subsequent excerpt is a sample from such an activity

(9Δ) Teacher stops by each group to assess and explains specific expressions. Teacher keeps on monitoring students' work by giving them a hand... Students keep on working and teacher kept on helping and explaining. (Observation sheet María, February 8th, 2007).

From the above quotation, we can deduce checking activity (4) is an ongoing task made by the teacher since she is monitoring very often to help students with the activity completion: *"Teacher stops by each group to assess and explains specific expressions"*. For instance, to guide learners' work in this particular exercise she took 18 minutes of monitoring from 2:19 to 2:37pm. Therefore the predominant

technique for this exercise is controlled (Δ) because the teacher is constantly over students' performance. Furthermore, it is worth illustrating what happens after this monitoring period:

(9 Δ) Teacher stops the class to correct answers. She started revising answers from the first category (hours of work) explaining in a very detailed way. Examples were always recalling Colombian/other countries life-styles... (Observation sheet María, February 8th, 2007).

This passage is the continuation of the monitoring phase stated above. It permits us to see the double action stage which underlies this type of activity, so that teacher María first monitors what she has asked students to do, and then she corrects their work to see if the topic was understood: "*Teacher stops the class to correct answers*"; therefore learners are asked to socialize what they have done: "*She started revising answers from the first category (hours of work)*". In this part teacher María took 19 minutes to get students' answers, so she made use of about 37 minutes for this kind of activity of a lesson of 2 hours. Such a finding reveals the checking stage is likely one of the most noticeable activities developed by this participant.

Likewise, the second activity ranked in Andrés' statistics was A9 with 15%. As it was said, it is called **checking** that can be depicted in the following sample:

(9Δ) *“Once students are done, teacher feedbacks them by recalling the constant mistakes observed in them, teacher focuses on grammatical ones. He recalls the right use of possessive pronouns by contrasting them with the use of personal pronouns. This contrast is given by involving students personal information in simple examples (using sentences)” (Observation sheet Andrés February 1st, 2007).*

What this quote evidences is that teacher Andrés draws attention to correcting students' work after it has been completed: *“Once students are done, teacher feedbacks them by recalling the constant mistakes observed in them”*. Thus, he revises learners' assignment so as to verify whether the task was accomplished (9); as a consequence, the sort of technique portrayed for this activity is the controlled one (Δ) since teacher Andrés is who guides students with respect to accurate forms of the target language.

In addition, the next sample taken from the semi-structured interview held with the participant teachers depict as well how checking activity is assumed by those teachers:

(9Δ) *“Finally, well, after we do that exercise. For example: they have to write down their own paragraph a paragraph phrase _____ to the one on the board or ready to correct it...”*

But er... with the necessary corrections that I've given them they have to rewrite...the paragraph because I consider that process of rewriting is really important”.

(Interview María, March 28th, 2007)

... “in some cases, I have become like, like the ruler I am the teacher here saying: So I made them speak and then... then we go into the process of polishing to make like...correcting _____ and that’s it”.

(Interview Andrés, April 20th 2007)

What the above samples portray is that making corrections over students’ performance is a regular activity that is important to them: “...with the necessary corrections that I’ve given them they have to rewrite...the paragraph”; “...I made them speak and then... then we go into the process of polishing to make like...correcting”. In this sense, they remarked the significance of providing accurate forms of the language to students. Thereby, checking is the underlying activity (9), which is part of the controlled technique (Δ), since learners are told openly the way in which language utterances should be constructed.

The third activity ranked for teacher María in the statistics was A4 with 8%, within Brown’s taxonomy (Ibid) it is recognized as **Content explanation** which has to do with the explanation of lesson content grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language. Two samples from this activity are described as follows:

(4 Δ) Teacher asks students to come up with questions about specific unfamiliar words. They mentioned: openly, worthy, lifestyle. Teacher explains their meanings by using examples. (Observation sheet María, March 8th, 2007)

(4 Δ) Once they are done, teacher asks one student to report information already mentioned by a partner. Teacher goes and writes on the board the question:

What has Laura got?

German has got his girlfriend.

Teacher outstands differences between the use of have/has by asking more questions to students about their partners' information. Then teacher goes to the board to write on the board: Have you got a laptop? and guides students how to answer it: Yes, I have/ No, I haven't. Teacher clarifies the possibility of using "have" (American dialect) but suggests students to use the British one "has got". (Observation sheet María, March 1st, 2007)

From these two samples it can be inferred that what the teacher looks for is to clarify issues related to vocabulary "*Teacher asks students to come up with questions about specific unfamiliar words*"; and grammar "*Teacher outstands differences between the use of have/has*". Notwithstanding it is important to highlight she has an **inductive approach** to teaching which according to Gower et al. (1995) establishes first a context for learners to discover or induce rules from their experience of using the target language. This insight can be confirmed from the second excerpt since teacher María asks a student to report some information and then she uses what her pupil had said in order to explain the grammar structure:

"teacher asks one student to report information already mentioned by a partner. Teacher goes and writes on the board the question:

What has Laura got?

German has got his girlfriend.

Teacher outstands differences between the use of have/has by asking more questions to students about their partners' information... Teacher clarifies the possibility of using "have" (American dialect) but suggests students to use the British one "has got".

Moving on the corresponding log for such an observation sheet, we can see the way in which the teacher described what was posed on the observations:

Class objective: To introduce the use of have got and personal possessions.

Activity	Objective	Material used
(23O) Have got was introduced by asking the students questions about what is important to them, what their bedrooms have got, what the university has got, etc.	To introduce the use of have got.	Board

(Teacher log María, March 1st, 2007)

This sample excerpt evidences the use of activity 23 “question-answer referential” which is concerned with involving prompting of responses by means of referential questions -i.e., the questioner does not know beforehand the information of the response- (Taken from Brown, Ibid). For that reason, the teacher reported on the log that she inquired students with respect to their preferences and possessions: *“Have got was introduced by asking the students questions about what is important to them, what their bedrooms have got, what the university has got, etc.”*; as a result it is a referential question since she did not know the answer to such requests. With reference to the type of technique, it is semicontrolled (O) because learners were allowed to answer in a freer way what they were asked to; anyhow, what they said was framed or limited by the linguistic form target of the lesson.

Bearing in mind María's concerns in regards to the introduction of the class topic and the information recorded on the observation and the log, we can conclude that although she intended to present a new language item to students, she did so in an inductive way -as it was previously mentioned-. Thus, content explanation activity might be challenged by María's teaching practice since it is not framed as a deductive way of teaching according to Brown. Hence, it could be a freer technique than the controlled so that students play an active role within their learning process.

Similar to María, the third activity scored in Andrés' statistics was A4 which had 10%, that is known as **Content explanation**. The upcoming samples will describe this activity as follows:

(4Δ) "The teacher explains saying that in Spanish we use "una/un" and gives more examples".

(4Δ) "He says the second rule is with "h". He says the word hotel is voice it sounds like a "j" and in other cases when the pronunciation is voiceless, (no sound) you use "an". He has written these examples on the board." (Observation sheet, Andrés February 2nd , 2007).

Activity	Objective	Material used
(4Δ) To clarify the use of indefinite articles A/AN.	Describing your room.	Pictures

(Teacher Log Andrés, February 2nd , 2007)

The first passage as well as the piece of log shed light on the participant's purpose of making clear to the students the use of indefinite articles in English, by

translating what they mean: *“The teacher explains saying that in spanish we use “una/un” and gives more examples”*. Besides he stated the activity intent: *“To clarify the use of indefinite articles A/AN”*. Likewise, he points out the use of such articles by giving a phonological explanation: *“when the pronunciation is voiceless, (no sound) you use “an”*. It is also a controlled technique (Δ) because what this professor purports is to lead the explanation of a language item for students to internalize it. Besides, it is assumed thatr he is the only one with the knowledge and therefore the one who controls the the way this input is conveyed to students.

The last activity placed in teacher María's results in accordance with the observation sheets was A16 with 6%, which refers to **identification** that has to do with student picking out and producing/labeling or otherwise identifying a specific target form, function, definition, meaning or other lesson-related item. Reading comprehension exercises make part of this activity. (Adapted from Brown, 2001). The next passage taken from an observation sheet, allows us to depict that such an activity can be found in teacher María's lessons.

(16 Δ) The teacher asks the students to write opposite adjectives of what is written on the blackboard. So now they are writing the opposite adjective. For example: “ugly/beautiful, full/empty, hot/cold, late/early, clean/dirty, dry/wet, low/high, hard/soft, old/young, fat/slim”.

(Class observation sheet María, March 2nd, 2007)

When reading this sample we can notice that students were asked to identify adjectives (16): *“The teacher asks the students to write opposite adjectives of what is*

written on the blackboard"; or to work on antonyms as regards adjectives: "So now they are writing the opposite adjective. For example: "ugly/beautiful." Thus, learners have to recognize a particular aspect of the English language (in this case adjectives) to give a subsequent response (corresponding opposite). Likewise, this kind of activity has a *controlled technique* (Δ) so that there is no a creation of language from students, but they have to spot some vocabulary items so as to learn them.

As regards the results that identification activity obtained in professor María's logs, it was placed in the first position with 24%. In this way, the following sample taken from a log will show how such an activity was described by her:

Class objective: *To identify punctuation, capitalization mistakes when writing.*

Activity	Objective	Material used
(16 Δ) A short paragraph was written on the board and the students were supposed to spot six mistakes in it.	To practice error analysis when it comes to basic writing rules (indentation, punctuation, capitalization)	Board

(Teacher log María, February 16th, 2007)

This piece of teacher María's logs points at that she attempted to deal with such an activity since she asked students to identify some mistakes (16) about

spelling and punctuation from a paragraph that was written on the board; in addition, “identification” activity makes part of a controlled technique (Δ) since learners have to work on some patterns established by the teacher, and that is why, she already knew the answers for the given exercise.

Relating to the last activity ranked in teacher Andrés’ observation sheets, it was number 10 with 7%, “**correction or feedback**”, which was added to Brown’s taxonomy and was therefore considered as: teacher or students jumping in during students’ performance to make corrections, provide feedback, make related comments, complete or finish students sentences, add information (it includes short content reviews)². We will display an excerpt that exemplifies this definition:

(10 Δ) He then hands in the market to other students, he asks them to write sentences in affirmative with any of the personal pronouns. He stays near the board observing how students write their sentences or clarifies”. (Observation sheet Andrés, February 16th, 2007).

The above quotation shows that professor Andrés worries about sentences accuracy, and due to that fact he remains ready to provide corrections if necessary (10): “*He stays near the board observing how students write their sentences or clarifies*”. In addition, correction or feedback activity belongs to a controlled technique

² The addition of such an activity was thought because when we were reading the raw data, it was very common from the participants to disrupt students when they made mistakes with respect to linguistic features (grammar, vocabulary, pronunciation and so forth).

of teaching (Δ) since he is the one who provides the right form of the sentences that were written on the board; furthermore, what the teacher is assessing is utterance accuracy, and for that reason the expected outcome is thought in linguistic terms instead of communicative

Despite the absence of the correction or feedback activity within Brown's (2001) taxonomy, it is important to remember that such a classification was adapted from Crookes & Chaudron (1991). Consequently, Chaudron (1988) claims about *correction and feedback*:

In any communicative exchange, speakers derive from their listeners information of the reception and comprehension of their message... From the language teacher's point of view, the provision of feedback... is a major means by which to inform learners of the accuracy of both their formal target language production and their other classroom behavior and knowledge. From the learners' point of view, the use of feedback in repairing their utterances, and involvement in repairing their interlocutors' utterances, may constitute the most potent source of improvement in both target language development and other subject matter knowledge. (p. 132-133)

Such foundations portray how important correction and feedback are in English language teaching, for both teachers and students so as to achieve language accurate forms. Yet, Chaudron (Ibid) outstands that recent perspectives assume *feedback* as an appropriate resource of communicative interaction among learners, which should be only concerned with the misunderstanding of conveyed meanings.

Returning to the emerging results from teacher María's logs, we found an activity ranked as the ones with the highest percentages, that is, A 38 "composition" which was in the third place with 8%. It refers to the written development of ideas,

story or other exposition (Adapted from Brown, 2001). An excerpt from a log will be showed below:

Class objective: *To identify punctuation, capitalization mistakes when writing.*

Activity	Objective	Material used
(38□) The students were asked to write a short paragraph about a special family member, keeping in mind basic writing rules.	To practice error analysis when it comes to basic writing rules (indentation, punctuation, capitalization)	Board

(Teacher log María, February 16th, 2007)

Concerning the preceding activities depicted, in this one, students had freedom to do the task because they were asked to create a written text by themselves: “*students were asked to write a short paragraph about a special family member*”; which is framed within activity 38 so that there is a wide scope to use the foreign language based on students’ prior knowledge and general background. Besides, due to its nature, it belongs to a *free technique* (□) so that learners were given the opportunity to make use of the target language creatively, providing in this way unpredicted responses for the teacher. Likewise, the following piece of transcript taken from María’s interview highlights how she developed such an activity.

(38□) 192. **María:** *so that, for example: when I write a paragraph on the board with mistakes...*

194. **María:** *And I have to identify those mistakes and correct the mistakes...*

196. **María:** *Finally, well, after we do that exercise. For example: they have to write down their own paragraph a paragraph phrase ____ to the one on the board.*

The above sample determines that professor María intended to foster a free or a communicative activity since she attempted to develop a creative use of the L2 by means of the writing skill. In this sense, learners are allowed to make language choices when completing their task.

Another activity that was not reported as the most developed by María in the observation sheets, was placed in the fourth position with respect to the logs, A19 “Testing” which obtained 6%. Such an activity has to do with formal testing procedures to evaluate student progress (Brown, 2001). Accordingly, a piece of teacher log will present the way in which professor María registered that activity:

Activity	Objective	Material used
(19Δ) Quiz on questions and answers of verb to be and vocabulary about jobs.	To check previous content learned in class.	

(Teacher Log María, February 16th, 2007)

What this sample underscores is that María made emphasis on checking students' knowledge in relation to a particular language item, hence she carried out a formal evaluation to test learners concerning their performance (19). Similarly, such an activity belongs to a controlled technique (Δ) because students were evaluated in terms of their linguistic output.

In regards to what has been found within Andrés logs, we already stated there were no significant differences between the findings of such an instrument and the observation sheets, so that the four activities most practiced were almost the same. The only distinction is related to the last activity which in accordance with the observations was A10 "correction or feedback" with 7%, whereas the fourth in the logs was A16 "Identification" with 9%.

Now, in order to exemplify the development of identification activity by teacher Andrés, the forthcoming excerpts taken from a log and its corresponding observation sheet are going to be displayed to see his own traits when dealing with this activity.

Class objective: To clarify the use of simple present to students.

Activity	Objective	Material used
(16Δ) Through examples students tried to get the proper use of simple present.	To visually identify the way in which simple present is held.	Board

(Teacher's log Andrés, February 16th, 2007)

(16Δ) ...he says that the other problem was has/have/is/are... he calls on some students to pass to the board and write affirmative sentences with different subjects. Now he asks one student to write the first sentence in negative, and the same with other students.

(Class Observation Sheet, Andrés, February 16th, 2007)

When drawing attention to these particular samples, we can notice that Andrés stated overtly that he intended that students determine the use of a grammatical issue by looking at some examples given on the board: *"To visually identify the way in which simple present is held"*. Focused on that concern, it may be inferred that identification activity is the one to be developed, keeping in mind it is concerned with working on a specific target form, function, definition, or other lesson-related item; which makes it an activity involved within the controlled language teaching technique (Δ). Nevertheless, the form in which Andrés implemented such an activity might reveal that it is not controlled enough, it is to say, he made use of an inductive approach to language learning since his intent was to make students clear the language form by working on the same language item.

In the same line, we will illustrate some samples so as to look at the way, semicontrolled and free techniques were developed by the participants:

Activity	Objective	Material used
<p>(37□) Students worked in groups of three and mentioned what part of the poem was important to them and why.</p> <p>(38□) Then, in groups they wrote an extra line poem.</p>	To introduce students in the reading of poems.	Photocopies

(Teacher Log María, March 8th, 2007)

(37□) Teacher requests students to get in pairs or groups of three to get the most important stanza from the poem.

(38□) Teacher asks students to get in groups again and add a line of their own.

(Class Observation Sheet María, March 8th, 2007)

The preceding excerpts taken from a teacher's log from professor Maria and its equivalent observation sheet, point out the development of activities 37 and 38 respectively. The former is called "**discussion**" which is concerned with a debate or other form of grouped discussion of specified topic, with or without specified sides/positions prearranged (Brown, 2001). Thus, such an activity is portrayed on the

recording obtained from both instruments since learners worked in groups in order to negotiate the most important part of a provided poem: “*Students worked in groups of three and mentioned what part of the poem was important to them and why*”. As a consequence, the discussion activity belongs to the free technique (□) because students use language in an open way without restrictions from the teacher; moreover, through the statement of their opinions they get an agreement which constitute an underlying element of communication.

The second activity observed was A38 “**composition**” that consists of the development of ideas in a written way. In the above passages, students were asked to create an extra line for a given poem: “*Teacher asks students to get in groups again and add a line of their own*”. Although this activity has already been described before; the one that is being mentioned here, differs concerning classroom arrangement, that is, learners were asked to work in groups to add a line for a poem which implies to share a similar opinion to obtain a final result. For that reason, it is a free technique (□) so that there is a negotiation of meaning that is enhanced by the interaction carried out by students.

Referring to the practice of semicontrolled activities implemented by Andrés, the upcoming excerpts will depict such types of activities from what was observed during his classes:

(240) Once teacher finishes describing the student in front of the class, he ask students to get in pairs to create a very complete partner's physical description.

(Class Observation sheet Andrés, February 15th, 2007)

Activity	Objective	Material used
(240) -How to make a description. -Do it yourself.	-To give a model to follow. -Students create the description of a classmate and get feedback from its presentation.	-Board -Students used the previuos material and instructions.

(Teacher Log Andrés, February 15th, 2007)

What has been shown in the samples highlights the use of activity 24 “**Cued narrative/Dialog**” that has to do with the student production of narrative or dialog following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialog (e.g.. metalanguage requesting functional acts), (Brown, 2001). In this sense, it can be concluded from the two samples that the teacher purports to provide some input to students, which will be tackled as a means to foster learners’ output: “*How to make a description*”. “*To give a model to follow*”. With respect to the kind of language technique, this activity is part of the semicontrolled (O) because students are allowed to use language in a less restrictive or limited way than the

controlled; anyhow, their production is framed by what was presented by the teacher, that is, they are expected to follow a given pattern.

On the whole, what can be inferred from these outcomes is that every single instrument applied to collect data (observation sheets and teacher's logs); reported that the *controlled* technique is dominant regarding what was displayed by statistics. Additionally, it is important to remember that the semi-structured interview did not have statistical analysis since it did not provide enough information. However, there were very useful excerpts which contribute to support what has been found in the other instruments.

On the other hand, to validate the results that assert the controlled technique is the dominant over both professors' lessons, it is clear that the participant English teachers used most of the time activities such as: 3 "organizational", 4 "content explanation", 9 "checking", 10 "correction or feedback", 16 "identification" and 19 "testing". Yet, María and Andrés developed such activities in their own way which confronted somehow Brown's taxonomy, so that his foundations were not utterly fulfilled by what was found in the information gathered.

Relating to the semicontrolled and free techniques, it is worth noting despite they did not obtain very high percentages they are remarkable features within

those teachers' lessons, since there were overt activities recorded that evidenced the professors' attempt to promote such techniques. Therefore, as we have previously pointed out the arisen implications to these findings will be commented on the forthcoming chapter.

5. CONCLUSIONS

It is necessary to remember that our research goal was to identify the kind of dominant language teaching technique: controlled, semicontrolled and free -according to Brown's taxonomy (2001)- implemented by two first semester English teachers from the teaching program at La Salle University. We also purported to describe the activities that are related to such techniques, and to determine the activities that are paramount within the participants' lessons. Thus, we will discuss along this chapter whether the emerging findings from the analysis stage allow us to achieve such aims; so as to state the possible educational impact that might be triggered based upon the information found.

On the first hand, the main category of analysis was centered on the kind of language teaching techniques in relation to the mentioned taxonomy by Brown (Ibid), that is, a criterion of frequency was kept in mind to determine the salient sort of technique. Hence, class observation sheets, teacher's logs and the semi-structured interview gave as a result that the main type of technique developed by both professors is the *controlled*, which pinpoints, activity-centered lessons as a helpful form of guiding students' learning process. In other words, what the analysis of data indicated is that most of the time students had to work on language activities which were intended to practice language forms.

On the second hand, the subsequent category of analysis was concerned with identifying the four activities most practiced by María and Andrés as regards the 39 taken from the proposed taxonomy of Brown (Ibid), which were ranked in accordance with the same regularity criterion adopted in the preceding category. Thereby, what the statistical analysis told us is that the activities favored the most were: 3 "organizational", 4 "content explanation", 9 "checking", 10 "correction or feedback", 16 "identification", 19 "testing" and 38 "composition". Except for the last one, what all of them have in common is that they belong to the controlled technique framed within Brown's classification.

The fact of having a controlled technique to teaching a foreign language can be due to several variables. For instance, it is worth noting that the two participant teachers were observed while they were giving class to first semester students, which may constitute a relevant factor of such an instructional decision-making. That is to say, it is important to highlight that teaching English as a foreign language to first semester students of a teaching program requires the adoption of a directive role, since learners are at the initial phase of their learning process, and therefore they need to be led concerning the input provided and the output expected from them.

From such a rationale, assuming a controlled technique could be supported with respect to these teachers' lessons. Nevertheless, it would be necessary to find out to what extent, this contributes to the promotion of the *communicative competence* that the Faculty of Education advocates for the students; bearing in mind that it is tackled by Savignon (1983), as a dynamic concept which depends on the negotiation of meaning between two or more persons who share a similar symbolic system bounded within a specific context. Likewise, this author underscores the theoretical difference between *competence* and *performance*. The former has to do with what one knows, it is to say, the ability to use language in a given context; whereas the latter refers to what one does or the manifestation of such an ability. Hence, performance is the only one that can be observed and as a consequence it permits the development of competence.

Based on those foundations, what we infer from María's and Andrés' English lessons is that their main concern is related to work on their students' performance in terms of acquiring an appropriate language accuracy. Thus, as it is stated in the English area document from the Modern Languages Department of the university; the Common European Framework (2001), -taken as the major groundwork to teaching foreign languages- poses three principal components for the communicative competence to be developed: *linguistic competence*, *sociolinguistic competence* and the *pragmatic competence*.

The first is concerned with the knowledge or ability to use the formal resources of a language. For that reason, the linguistic competence has some subcompetences that are part of it such as: lexical, grammatical, semantic, phonological, orthographic and orthoepic competence; which creates a language analyst. The next is referred to the knowledge and skills required for a particular social setting of language use, so that language is considered as a sociocultural phenomenon. And the pragmatic competence is defined as the user/learner's knowledge of language organization (discourse competence), of language functions (functional competence) and the interactional and transactional schemata (design competence); that contributes to the formation of a proper user of the target language.

When looking at the emerging results from the instruments applied, there were overt activities that remarked that the expected outcome was linguistic rather than communicative, because the teachers' intent was to teach students the accurate form of language utterances. Therefore, such a purpose indicates that what both professors purport is to foster the *linguistic competence* on their pupils. Yet, when the participants were interviewed they asserted their language teaching approach was mainly communicative. This contrasts with what Freeman (1986) states that communication is not the mere knowledge of language forms, meanings and functions. It has to do with the negotiation of meaning through interaction to make meaning become clear. What is at stake here is to what extent the sociolinguistic and

pragmatic competence can be enhanced during the first stages of language learning in order to overcome the limited focus upon linguistic competence.

Nevertheless, it is important to underline that the communicative approach faces two main stages according to Littlewood (1981): *Pre-communicative activities* and *Communicative activities*. The first refers to giving the learners a complete control over language forms at emphasizing on the production of accurate utterances, that is, such activities are intended to prepare learners for future communication; which means the progression from *controlled practice* to a *creative language use*. The second concentrates on an effective production of meaning in which the activities provided should enhance the emerging of the skills acquired by the student within the previous phase. Hence, its objective has to do with the capacity of conveying what you purport.

Bearing in mind the above foundations, it could be asserted that teachers María and Andrés are fostering the former stage of the communicative approach, since they draw attention to language forms and that is why, they implemented a controlled technique to language teaching. In this sense, it would be reasonable their methodological choice so that they were in charge of beginner students who require the knowledge of the target language to succeed in further communication.

In addition, some of the activities implemented by both teachers are framed within the communicative approach since according to Doff (1991); they are intended to foster communication in the target language by setting up a context of real communication. For example, authors like Freeman (Ibid) and Doff (Ibid) underscore that using authentic materials, scrambled sentences, language games, picture strip stories, role-plays, exchanging personal information and all types of information gap exercises; are communicative activities so that they favor interaction among learners.

By the same token, the instruments gathered to collect data depicted some communicative activities which are placed within the *semicontrolled* and *free* techniques based upon Brown's taxonomy (2001). For instance, activity 26 "Information exchange", 30 "Role-play", 31 "Games", 32 "Report", 36 "Interview", 37 "Discussion" and 38 "Composition" were forming part of the classes observed; nonetheless, they were not ranked as the most used by the participants.

Moreover, as it was previously stated in the analysis of data, the class observation sheets were the most accurate instrument to provided important information to examine. Consequently, as some of the communicative activities mentioned were recorded on the observation sheets; we also paid attention to the outcome that arose from them. In this sense, although teachers intended to promote communicative activities, the final result was assessed in terms of grammatical or

linguistic features, which disregarded the original communicative purpose of the activity developed.

Likewise, another relevant concern established for the English area is related to the three roles of the learner posed by Edge (1996), in which Lasallian students should be formed: as *user*, *analyst* and *pedagogue* and/or *researcher*. In the first one, the learner is characterized by his/her capability of using the English language based on different communicative situations and contexts. The latter refers to the knowledge of language forms and the skill to describe and explain its components. The last one has to do with the ability of supporting the teaching-learning process of an L2 from the diverse theoretical foundations existing for ELT; and the adoption of a critical stance and role of researcher in relation to the emerging needs that may arise inside the academic settings.

The above underpinnings were introduced so as to comprehend the matter we are dealing with. That is, the controlled language teaching technique implemented by the two English teachers participant of this study. In view of that finding, what can be concluded is that both professors make emphasis on enhancing the analyst aspect over learners, taking into account they are in an undergraduate teaching program which demands that they acquire an overall knowledge of language items.

Besides these considerations, it can be criticized the fact of leaving aside the function of the remaining roles already mentioned. However, it is worth clarifying that being focused on just the pragmatic or sociolinguistic perspective of a foreign language is not sufficient for pre-service teachers who have to manage the linguistic elements of the target language. Hence, a pedagogical debate might be set up concerning the pros and cons of providing a controlled technique when teaching a foreign language; despite the proficiency level of the population and its most significant variables.

Additionally, implementing a controlled technique to language teaching is not a decision at random so as we stated in the literature review chapter, we consider techniques as a teleological and procedural view of language teaching with respect to the teacher's stance, his/her personal traits, the specifications posed on the syllabus, the institutional policies, the objectives expected to achieve through a particular activity that is framed within a lesson, as well as the particular conditions that underlie an EFL classroom. Therefore, we can see there are many variables to bear in mind when teaching a foreign language, and due to those concerns, professor María and Andrés selected such a means to carry out their lessons.

Another factor we drew attention to is related to the role assumed by both teachers in their classes. That is to say, a foreign language teacher has to adopt different roles according to the situations encountered in the classroom. Thus, when

there is a controlled technique for teaching, lessons are teacher-centered in which he/she provides directions and controls students' work. Nevertheless, whether we concentrate on the communicative approach, teacher's role is volatile since he/she should take several roles to perform. To illustrate that, Freeman (1986) stating what Littlewood asserts (1981) is that in such an approach the teacher is facilitator of students' learning, he is a manager of classroom activities, he acts as an advisor monitoring learners' performance and he is also a co-communicator as being part of the communicative activity with pupils.

In short, some of those roles were observed in teacher Maria's and Andrés' lessons. It is likely they favored some of them because of their students' traits. In the forthcoming section, we will discuss the limitations that the current study had and the subsequent implications that the analysis and results might produce for further research on this matter.

6. LIMITATIONS OF THE STUDY

One of the principal constraints to carry out our research project is concerned with the information provided by the teacher's logs and the semi-structured interview. As the first one was completed by the two participants, it was not as descriptive as observation sheets were; and for this reason, some of the data gathered from the observations could not be found in the logs, besides there was a divergence in relation to the way in which activities were called by the teachers and the corresponding activity that was recorded on the observations by the researchers. This difficulty might have been produced because teachers do not reflect on all the things they do in class. For instance, the activity with the highest percentage, number 3 "Organizational" was not registered on the logs by the participants; so that it is likely they consider the instructional or disciplinary aspect of language teaching as a natural or implicit element of an L2 classroom and this might explain why they didn't record these pedagogical actions. Anyhow, logs were also an instrument to triangulate information, since they represented teachers' voice in this study.

In regards to the semi-structured interview, it did not give us a great amount of information with respect to the activities carried out by the two professors and the consequent type of technique. The descriptions teachers were required to make about their classes were not enough. We could perceive that many of the actions teachers do in the classrooms are not rationalized, that is why they could not describe

or give details about issues for instance about the way they develop a listening exercise. This indicates that more interviews had been required to enrich the information collected. Nonetheless, it presented some useful data to validate what had been discovered in the other instruments.

7. IMPLICATIONS OF THE STUDY AND FURTHER RESEARCH

During the development of this research there were some aspects that emerged as relevant issues to be taken into account since they may contribute to enrich and broaden the scope of the issues explored, or they might be tackled as a reference point to promote further research on this subject.

A determining arisen feature we identified along the research process was the type of population we centered on. That is, our study was focused on first semester teachers; otherwise, it would be appropriate to delve into other professors' lessons from more advanced semesters so as to compare whether the findings might be similar or not. Thus, it would be interesting to examine if the controlled language teaching technique that underlies both participants' teaching practice of our research project is also a dominant element for other English teachers that deal with students of higher proficiency levels.

A second remarkable factor to keep in mind has to do with the theoretical foundation in which the research was framed, it is to say, Brown's taxonomy that depicts three main types of techniques: controlled, semicontrolled and free. Nonetheless, it is important to remember we adopted an apriori research approach that is characterized by specifying established categories to be organized into a basic

display in order to provide *patterns* and *frequencies*. (Freeman, 1998). Likewise, as we worked on determined categories to carry out our study, we suggest that the information collected may provide a different research exercise in which data can give its own categories of analysis; to develop in this way a grounded research approach.

Concerning the instruments applied for the collection of data, it would be appropriate to use journals instead of logs given that journals provide detailed information from the participants, since they are written documents that are public in the sense that they can be read to an audience under the journal's writer consent (Wallace, 1998). Moreover, they foster reflective teaching of the experiences lived by teachers. On the other side, as it was mentioned, it would be necessary to apply more interviews to gather richer information in order to solve the research main query.

Another relevant factor to set up pedagogical debate has to do with reflecting upon to what extent the promotion of the linguistic competence can be disregarded by the communicative competence. That is, having a controlled language technique to teaching would perhaps be required to shape a holistic body of the foreign language learning.

Finally, as we already highlighted, the emerging results of our research experience can shed light on the real situation that the teaching of English is facing at

the university in this moment, and therefore affects both teachers and students. In other words, such findings are a means to be aware of the methodological decisions made by the teachers which may cause consequences over learners' performance. Similarly, those outcomes serve to foster debate in relation to the foundations set up for the English Area in which teachers and students are expected to fulfill many roles. Furthermore, it would be worth reflecting upon those considerations, bearing in mind the possible constraints that may interfere to accomplish what has been posed in the document that provides the guidelines for the teaching processes in the university.

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APPENDIX 1.

ENGLISH DIDACTICS AT UNIVERSIDAD DE LA SALLE: A DESCRIPTIVE STUDY OF THE ENGLISH TEACHERS' DIDACTIC SEQUENCES AT THE LANGUAGES TEACHING PROGRAM.

Estimado docente:

Durante el presente semestre, en la Licenciatura de Lengua Castellana, Inglés y Francés se llevará a cabo el proyecto de investigación: English didactics at Universidad de La Salle: a descriptive study of the english teachers didactic sequences at the languages teaching program.

El proyecto busca observar cómo se desarrollan las clases de inglés como lengua extranjera, teniendo en cuenta las actividades que componen la didáctica de los profesores. Se busca así describir las secuencias didácticas en el proceso de enseñanza-aprendizaje del inglés.

La recolección de datos para el proyecto se hará durante el semestre académico. Ésta incluye observación de clases, la compleción de un registro de clase por parte del docente y una entrevista. Las observaciones de clase serán realizadas por los investigadores principales y los estudiantes asistentes de la investigación.

Los hallazgos de la investigación se recopilarán en un informe final que se presentará al Departamento de Investigaciones de la Universidad de la Salle. De igual manera, se socializarán dichos resultados en conferencias especializadas y en un artículo que esperamos publicar.

Su participación es de vital importancia para este proyecto y es de carácter voluntario. A todos los participantes se les garantizará:

1. El uso de nombres ficticios para mantener su identidad en el anonimato.
2. Estricta confidencialidad con la información recolectada.
3. El acceso y la verificación de la información recolectada.
4. Que los resultados del proyecto NO tendrán ninguna incidencia sobre su asignación laboral y posición en la universidad.

Agradecemos su gentil atención y su autorización para colaborar en el desarrollo de este proyecto. En caso afirmativo, favor completar la información que se encuentra a continuación.

Grupo de Investigación "*Didacktike*"

José Aldemar Álvarez V. (Área de inglés)

Diana Ariza (Área de inglés)

Profesores del Departamento de Lenguas Extranjeras

Nombre del docente

Nombre que sugiere se emplee en el reporte final _____

Fecha: _____

Teléfono: _____

Correo electrónico: _____



APPENDIX 2
ENGLISH DIDACTICS AT UNIVERSIDAD DE LA SALLE: A DESCRIPTIVE STUDY OF THE ENGLISH TEACHERS'
DIDACTIC SEQUENCES AT THE LANGUAGES TEACHING PROGRAM.

OBSERVER: _____ **DATE :** _____
CLASS: Introduction to English (First semester) _____ **TEACHER:** _____
SCHEDULE: Thursday 8:00 to 10:00 p.m. _____ Friday 6:00 to 8:00 _____
TOPIC: _____ **Page:** ____1____
Objective: This observation aims to describe in detail the sequence of activities the teachers carry out during their class sessions.

TIME	OBSERVATION	COMMENTS
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



APPENDIX 3

Teacher: _____

Class: Introduction to English (First semester)

Schedule: Thursday 8:00 to 10:00 p.m.____ Friday 6:00 to 8:00 p.m.____ (Mark "X")

Date: _____

TEACHER'S LOG

Dear teacher, this document aims to find out about the activities you develop during the class in order to establish their sequence and organization during a didactic unit. You can fill out this sheet during or after your class session. Thank you for your cooperation.

1. Topic (s): _____

2. This lesson was intended to: review _____ introduce _____ further develop _____ conclude _____ a topic. (Mark (X) all that apply)

3. The main learning objective of the class was:

4. Please write the activities in the order you carried them up during the class, please be as descriptive as you can.

Activity	Objective	Material used

APPENDIX 4



ENGLISH DIDACTICS AT UNIVERSIDAD DE LA SALLE: A DESCRIPTIVE STUDY OF THE ENGLISH TEACHERS' DIDACTIC SEQUENCES AT THE LANGUAGES TEACHING PROGRAM.

Teachers' interview

Dear teacher this interview aims to delve into some issues regarding your teaching practice and will consider the observations done during the last weeks. Thanks for your cooperation.

During the interview I would like to talk about some of the things that we observed in one of your classes and some general issues about your teaching. Therefore, please think that all the questions we are using refer specifically to the class we observed.

1. What aspects do you consider in order to plan a class?
2. Are you familiar with the term didactic unit?
What determines a didactic unit for you? How do you know a didactic unit starts and finishes?
What is the role of the syllabus when you think of planning a didactic unit?
3. Can you please describe in detail one of your regular class sessions in the group we observed?
What language teaching method are you implementing in this class?
4. What do you use more, tasks or activities? Why?
What activities or tasks do you favor for this class?
What procedure do you follow when you do a grammar/listening/ speaking/writing exercise?
5. What materials do you use in this class?
What is the role of the textbook in your classes or in special in the class observed?
What would be the difference between a class with or without a textbook?
6. Do you think that the methodology you use with the class we observed is similar to the one you follow in the other classes you have in the University? Yes, no, why?



APPENDIX 5

ENGLISH DIDACTICS: A DESCRIPTIVE STUDY OF THE ENGLISH TEACHERS' DIDACTIC SEQUENCES AT THE LANGUAGES TEACHING PROGRAM

DATE: April 20TH, 2007

Semi- structured Interview carried out by the main researcher José Aldemar Alvarez to the participant teacher of the research project, Andrés Hernández.

ANDRÉS HERNÁNDEZ'S INTERVIEW TRANSCRIPT

J= José; A= Andrés

1. J= Interview with ...erm...

2. A= Andrés Hernández.

3. A= Andrés mmm Hernández.

4. Both= Ha, ha, ha.

5. J= First of all, teacher I'm much very very happy so _____ for this interview and for your participation in the project.

6. A= You're welcome. It's a pleasure.

7. J= Uhm...I'll go to asking you about ...erm...specifically your lesson plan?

8. A= Hmmm...

9. J= How do you plan your classes?

10. A= Well...

11. J= First, taking into account.

12. A= Well...if I have the material, yes? I take into account first, the module, yes? And then, what I want to do no I want to give them yes? Why? I mean...long before used to plan my lessons obviously following a lesson plan format yes? What my presentation, practice, production, _____, bla bla bla...but for the last (sight) two years, yeah? Obviously _____ students level, I had given them the freedom to give the class, yes? So I organize groups and I tell them:" Listen to me, next class you gotta work on these topics I wanna see how you're going to develop the class I want to see they're where going to present eh grammar, topics and other stuff because they are...to be...and in some cases they are future teachers so what kind of _____ are they getting on

that____ respect yeah? So maybe that's what I do with____ beginners which the case where...interested in.

13. J= That's the first level, right? And the first stage?

14. A=Yes, do you know _____ beginners, yeah? They are international language they are not language and communication I, yeah? Uh I told you guide the process in a way that they communicate as much as possible, yeah? Unfortunately didn't have the time during the observation I didn't have the material because they haven't given to me yeah?

15. J= During the...book?

16. A= The class the textbook, yeah? So I've just glanced up at Diana's in a meeting I've just wrote down the...the topics and Diana said="O.K: I am going to follow those topics because all those topics there's going to be or not going to be, paste so ...but that's what I do. I mean, and that's what I've told them because we have to talk about that because...eh...there wasn't ____ there was not feeling like good the way was giving the classes and then what do you prefer? I mean, that I Uhm paste it to the board, giving your grammar rules or so you can understand and have it clear.

17. J= Hmm.

18. A= Rather than communication and learning how to communicate that's the matter we make mistakes later or they're going to...to cover respondence and the end and giving the like the grammar rules that you're expected and the conclusion of that topic was good because you said, yeah? But it should be done in terms of a language, yes? Because...I mean, we're to learn how to speak a language O.K. I am not at us future teachers they need to grammar rules but I'd like...

19. J=Right so I'm going back to a little bit _____ you said you plan your classes based on...

20. A= Communicative... approach.

21. J= Well...

22. A= That's it. So I mean, I think about the topic for example...family relationships, yes? So for me it's important to listen it to get what the students know, students back to knowledge. It's really important because I don't believe that they were kindas, yes? And they went to school maybe their English level at school was not good but they have they do have a previous knowledge so first I...I elisten from them what they have, yes? I make them exercise with a view conscious of the grammar of the correct use of the grammar

topic that we're working with and then through in phrases try to get to how to use it and try to use it in that way.

23. J= There are two ways you choose...erm...eh... as your_____ experience teacher there is a _____ be called what I cal "the mental agenda".

24. A= Yep.

25. J= It means that you get to the classroom then you really know what to do without having you know "sitting down" and "write right here down".

26. A="write it here down".

27. J= O.K. so that Do you use that kind lesson planning?

28. A= I use both "the mental agenda" and "the paper agenda".

29. J= (laugh)

30. A= Yes, no I I prefer to use write it down because...I mean, I work on three different universities I'm having, I have four main groups so I do not have a good memory but you can easily forget something.

31. J= Hmm

32. A= So I just prefer to write it down this, this, that and that's it.

33. J= When you plan a class...erm... You think you_____ communication ...eh...mmm... Do you consider for example: Skills or what you think do these ____ different parts of the classroom activities?

34. A= Ah-ha productive skills first, yeah? Speaking and writing, yes? Then unfortunately well... unfortunately I didn't have done that material, yes? Because...so I could work like listening activities left and other stuff, yeah?

35. J= Are you familiarly with the term Didactic Unit?

36. A=I'm about to it, yeah? I think that we have already talked about that. I'm just planning to develop my cases, paper on...there is a_____ didactic unit so that promotes the simultaneous development of the kinds of learners in a class.

37. J=ah-ha.

38. A= Yeah? ...erm...but according to the previously _____here the questions I haven't clearly at all. I mean, not that clearly.

39. J= A didactic unit eh is basically made of ...er...planifications stage and applications stage, and evaluations stage.

40. A= hmm.

41. J= But that compounds a didactic unit.

42. A= Yeah

43. J= so I could give you an idea what it is. Now what the terms a didactic unit call you?

44. A= in the way of development in creating it? Well...students needs first of all, yeah? Eh I know that we have to fill...er...syllabus.

45. J= Hmm.

46. A= In terms of contents there is but...sometimes I prefer to sacrifice them instead of students need...

47. J= Hmm.

48. A= Yeap...why...er...and that is a situation that's I have it tome right now at Politécnico Grancolombiano .They have to completely fulfill a whole book per semester, yes? So It means thirteen units thirteen modules in a semester so everything's a hang, yeah? I completely disagree with that but I have to keep quiet, yah? I think that in the end in general you say something to. I mean, about that because what what the purpose. I mean, what's the purpose there? Just to...give them lots of contents? And that in the end they close behind to _____ all of them? Or they do really know how to _____ yes? So that's the reason. I first think of the students, yeah? Then, of course I have to hurry up if I need to, to cover the content areas, yeah? But first thing, that's the idea.

49. J= Yeah, erm...well, we're talking about didactic units will be there the relation between _the syllabus, the textbook, and ...the didactic unit?

50. A= Well...what I think the didactic unit that's not able to be well-posted, yeah? So if there is a link...I connect them if the result...now a didactic unit doesn't tell you the modules that you have to teach.

51. J= Hmm.

52. A= Yes, you have to you cannot apply. I mean, you have to __ the way you plan a class whatever the module it is into a didactic unit, yes? So the thing is...the way you create it.

53. J= hmm.

54. A=Yes, but you can't apply. I think you apply any module I make it become into a didactic unit.

55. J= What...erm...what determs on how do you know that a didactic unit starts and finishes?

56. A= When it starts and it finishes?

57. J= What determs it in your classroom?

58. A= Well...according to what I've just said that the three main steps of a didactic unit are the last one is evaluation and the first one is...

59. J= Planification.

60. A=Planification. It is Planification...

61. J= Application.

62. A= Application and evaluation.

63. J=Hmmm

64. A= So...evaluation don't determine at the end of...yeah? The question is what kind of evaluation, yes? Is it evaluation cannot be like...er...like an assessment process I think both can be, yeah? Or testing, yeah? So for me...I mean, what really determines the end of a didactic unit is that students successfully handle, handle it, the module, the topic that's it.

65. J= O.K. so so...recap this part of using that for you...erm...a didactic unit doesn't have to give you the unit or the module of the book.

66. A= Of course.

67. J= Erm...yeah.

68. A= I cannot apply and I can't. I mean, I can't apply modules and create didactic units_____ them, yes? But the it main, I mean, the mainly determines when to begin and when to finish I think the use a, as a teacher you can't handle that, yeah? You can't handle autonomy too.

69. J= Hmm...how long does a didactic unit take?

70. A= Well specifically, I don't know. I mean, in terms of that I have read and that I have designed, well...erm... that is recommended to last more specifically another time no matter know.

71. J= When you plan...

72. A= Based, based on...I think it depends on the process that the students differ the module development, yes? Why, for example: When we work with simple present _____ when we talk about _____ beginners, it takes them a long time to get to handle the topic in a proper way. Better of course other topics that take them free time, yeah? So they...erm...based on what I do...

73. J= Hmm.

74. A= I would say that as I've said before, they...need it 'til the point that they really understood what the topic was about that they were _____ not only to know it but what is more important for me is to apply it in context.

75. J= Hmm.

76. A= Yes, because yes, they can learn, then they can learn but if they don't know how to apply them there out.

77. J= O.K. thinking of the class we observed.

78. A= Yes...

79. J= We _____ of what you've said it, said it you didn't use the book but anyhow you didn't follow the way of contents.

80. A= Yes.

81. J= Used to cover, erm...How could you put the concept of didactic unit into your own class?

82. A = Hmmm the concept of didactic unit?

83. J= Yeah, because obviously when we are observing...erm... well, based on the observation saw that it was not kind of easy to pronounce when teachers finish a topic and give all that because they were following the book.

84. A= Hmm.

85. J=Now as seeing your case, we were always like a paint.

86. A= (laugh).

87. J= _____ going to keep your _____ that's why I want to ask you how do you determine if the didactic unit in your class. Of Course what you ask _____ what the question.

88. A= Yeah.

89. J= Yeah, but then still erm...

90. A= You get the question.

91. J= Yes, when did it begin but of course tell me, your idea of a didactic unit.

92. A= Yeah.

93. J= O.K. so for example: In _____ class. How did you plan it?

94. A= The beginning of the end...mmm... according to student' development.

95. J= Hmm.

96. A= That was it, yeah? Why (cough)...er...for example: When we started and working with the...personal information.

97. J= Hmm.

98. A= Yes? At first, I thought they'd put them longer, yes? But, then when I when I gave them the assignment of the presentation of a friend's presentation I could realize that they have already inferred and that topic and they they like they would really imagine and really know how to, yes? So it was really development the way that _____ me on that O.K. Now _____ in the next one, yeah?

99. A= So you just determine O.K. they know it so I can design we work on the on other didactic unit.

100. A= Yes, I mean. There are three main cases in which I have to say sorry but you can get newborn, yes? Which are of those cases any topic I mean, any topic I mean, any topic and then they say : "teacher, we don't understand ". O.K. then I speak it again m and again, and again I mean, they have been in causes which I have to explain in a topic like twenty times...and.. there's so to students that keep saying: "I don't understand" but when I ask them what's the little you understand, I really don't like the typical answer that they say: "Nothing". Because that says nothing! Yeah! That says nothing! And then I told them "Hey, you gotta be more specific you gotta tell me "I don't understand the way you say this or the way is held or something like that but to say "nothing" after ten or five or three or twenty explanations that is illogical so when I get to that point I say "Sorry but you gotta newborn", yes? But as I've said before I I feel like good it is like feeling good with myself.

101. J=Hmm.

102. A= That's to say O.K. now I can't newborn just to see that really got clearly what the purpose of the topic was about.

103. J= Right. Remember that you're basically centered on the class we observed, right?

104. A= yeah.

105. J= Think of a very very regular class, right? Without...er.. a group and try to describe the really detail what ...er...what you do your arriving and to get to the classroom end?

106. A=Well, when I get into the classroom I say: "Hello" to all of them, I try to wave because some of them _____ and do something what I can do free them you know what it is.

107.J=(laugh)

108. A= And then I start asking some questions about for example: "Let's talk about the class. I mean, familiar relationships, yes? So I start asking the questions about the names of the members of their family and then they go to the board, then. Hey board, sorry. They wrote them down...er...then I when then__ use Spanish because their English Level is so slow so I told them for example...so "How do you say la camisa de Pedro in English? And they were just trying to at the beginning, they were just like translating livery like like eh, Pedro, no "the shirt of Pedro", yes and I told them O.K. could be another possibility another way? And I mean, surely one of them said: Teacher, I'm not sure but I've just heard something like Pedro shirt" But I remember that guy was like...like he felt ashamed or making possible as I've said: No, no say no teacher don't say anything".

109. J= (laugh)

110. A= I said: "Hey, but say nevermind". "No, no teacher at the end_____ " Pedro's shirt then he said: "O.K. how do you write it and then go to write it but he didn't write the apostrophy and then he just write it down then I said:" That's the way", yeah? Eh, after I mean, was they go it, eh, and the meantime: "O.K. based on this how would you say en...la prima de Tatiana, and they started little by little eh... they're getting into the use of possessive, yeah? Eh after, I mean, was they go it ,eh, I've just brought two transferences about I mean about family tree and just shorten them as I _____"Let's work on this and we started like rehearsal all the vocabulary related to members of the family and the use of the...possessive. Then, I've just divided the class in four groups and I set a lot of transparency as I've said: "O.K. create as the relationships are the possible you_____ vocabulary and the use of possessive". Then, they get it. And then, we started working on their...family trees and term was over so I couldn't...

111. J= But

112. A=...but for next class they had to do the presentation of family's tree.

113. J= So can you say that in certain way you follow the _____ getting into the classroom asking _____ questions what they know what you just :to do some practice can they work in groups.

114.A= Yes.

115. J= That's basically.

116.A= That is, that is like an unconscious eh lesson plan follow.

117. J= Hmm.

118. A= Yeah.

119. J= Yeah 'cos actually that's what I observed, yeah?

120. A= Yeah.

121. J= (laugh)

122. A=I just have it just_____ (laugh)

123. J=_____ so you were working on the communicative approach alright?

124. A= Hmm.

125. J= Eh...why do you more in your classes tasks or activities?

126. A= Mmm... well, I think that er...that's what I'm asking to clarify the difference between those ...er...words...er...I think that...during the, the practice, I get them tasks and then as I mean, I get them activities,. Yes, because I know that ... I mean, I had to take _____ fluency and stress.

127. J= Hmm.

128. A = Yes? So I firstly then make applied fluency so they can speak and other mistakes but that's no the idea, the idea is to get out of this, they _____ it down and then, accuracy O.K. now you get up in a proper way.

129. J = What kinds of activities or tasks do you use the most?

130. A= I don't tend to speak a lot so I tend to give them some speaking activities, role plays or not...in role plays but in figure out or speak 'bout about a topic or whatever with this group and just get them pass. I mean, depending on the... on the content everyday

working ...and I've given just like...O.K. personal presentations or in group presentations and pair couple O.K. this by thing now this family talk about this family now you talk about ... your friend's family ...er...yeah they were meaning all I said to give them.

131. J= On basing the next question which is about ...erm... the kinds of materials...

132. A=Hmm

133 J= What materials do you usually use in your classes?

134. A= It depends...yeah? It depends on on the topic...eh... I need also depends on the resources that I that I have yes? From the book I ...I mean, depending on the book I tend to use eh...vocabulary...

135. J= Hmm

136. A= Control links, listening activities, and...like certain_____ contents yes? For example: reading comprehension text or something like that yeah? But if I see that the that the activities that the book is giving me are not like... good for them, I bring them another ones yeah? For example: I download information from internet or I get different listening activities yes or...It depends on.

137. J= What procedure Andrés do you follow with your own grammar exercises like saying that you have to do these topics and you say first ?

138. A= First, eliciting...

139. J= Alright

140. A= Always...I do really...love eliciting from students previous knowledge. Then, I... well I can keep asking them questions and to look at the point that they're giving me what I am expecting but they don't know why they are giving me that , yes? And then make them practice on that I say: O.K. students have something in common that you will tell them that is O.K. they keep on doing that thing, yes? So I when I say O.K. and I say I give the material and that, yes? When I just feel like they're starting and they're starting question like: " Teacher but what is the reason why?". And then I say : "Wait a second ,wait, wait" I mean, "Give me the practice give". I mean, "Produce language and then you give me the grammar rule", yes? And at the end to get the grammar rules if it's no necessary if there were not able to improve that, I give them.

141. J= You have _____ listening exercise.

142. A= Well listening, reading...O.K. both exercises are to be with pre while and post, yeah? When I'm giving a listening exercise if I have the opportunity and if I have the material, to create a previous listening I'll do it but sometimes it is not common to find that material so I start working like with or a reading or asking questions about that topic, yeah? And then, I give them the listening up and the activity turned to what they heard.

143. J= Right . And how about the speaking activity?

144. A= Hmm speak, that's it. I mean, obviously I have to according to the level I have two _____ techniques yes? And, I'll tell them : "O.K. do it". I don't like. I mean, for me I disagree with those teachers but for me it's a bit difference between giving them giving the students tend to memorize things in advance and then preparing and presenting them. For me that is not speaking . That is the ability to memorize whatever we wrote and then just prepare like a _____ yeah? For me it's not a speaking: I mean, when you go to the States you don't have time. I mean, you have the opportunities here I got to talk to let me prepare what you have to say, yeah? No, you communicative _____ that's it. So It means, that you have to memorize things, yeah. Sure. vocabulary, grammar, etc. But anyway, I mean, what's the _____ to know grammar books a lots of vocabulary if you're colors of a whole communicate

145. J= Hmm

146. A= If you're panicky when you have to face a speech at ...

147. J=Hmm.

148. A= So I first of all, what what I tend when they miss like "O.K. just relax pretty down and do it and be honest I push them to do they're obviously students say:" No teacher but no teacher but no teacher..." they say ."Sorry but I don't care about those skills" I need that ...I mean, in some cases, I have become like, like the ruler I am the teacher here saying: " you gotta baby so speak, yeah? That I find to they want to do it, yes? So I made them speak and then...: " teacher but that's the idea going to lab and that's the first rule have been in class. Do not laugh about your partner's mistakes because you're not perfect. I mean. If you're perfect, you weren't here, yeah? And we are here to learn and we have a lot of mistakes and then just let them speak ...erm... then we go into the process of polishing to make like...correcting _____and that's it.

149. J= Right. And how about a writing exercise?

150. A= Writing (sigh)well in this level, is mainly connecting very very basic sentences, yes? And they tend to write more sentences that I _____ yeah? So to get them into an academic writing processes kind of TOEFL then, because they don't have the level, yes? So for this group which is _____ beginners is writing up to know writing sentences O.K. they know two or three connectors: and, but...mmm...then, later and that's it, yeah? But that I can say: "O.K. I'm going to develop academic parent with you guys?" They have to do for that, yeah? But anyway, it also a pre while and post.

151. J= O.K. Thank you. Now how about...right. You told me before that O.K. you don't use the book because you didn't get the material on time...erm...what then is the role of the book?

152. A= At all. I mean, if your book best or teacher's centered, I think you can a mistake, yeah? Because...I mean...who is the better to be learned? I don't tend that I need to _____of course no but in that experience so if you're going to have them like...I don't know like they they belong to share the one single thing, I disagree with that and if you're...I mean, there are many people allowed to listen to your own voices "I wanted to

speaking, I wanted to do the classes, I wanted to do the activities if I have to guide them". O.K. guide them that's it. It is, I mean we have tools...

153. J=Hmmm

154. A= That's it we have many tools the idea is that we get to know the best use _____ but not that oh my Goodness that's the bible?

155. J= (laugh)

156. A= No way.

157. J= So in that certain way...erm...O.K. you were talking about the...the role of the textbook in the classroom so what would be the difference between a class and a class without a text?

158. A= A skill? _____ I mean a textbook doesn't make it give a better class or a _____ that's it.

159. J= So that's basically why...er...

160. A= I mean if you want to follow the process, you can follow it with or without.

161. J=Hm

162. A= If you want to...develop productive or receptive skills in a class of a topic you can do with or without a book so they shouldn't be but the other people who feel like defenseless without a book.

163. J= Hm.

164. A= Defenseless without a book and they don't know what to do. From my opinion, it shouldn't be the end. That's it. I mean there're many other ways to to plan a class, to get material, to fulfill a topic, yeah?

165. J= Do you think that this methodology you use with this class eh can be observed of different other classes eh here in the university for instance?

166. A= Yes but one different thing. That for the other groups I have another material (laugh). No yeah, I mean, erm what I have said to you is what makes students do and want'em to give the classes and they tell me "Teacher no please give the class, yes? For example: ...er...one of the seventh level they don't have the tongue: "No teacher please give us the explanations and I told them: Yes, but the problem is you're expecting me to become a grammarian teacher and I am not that style so if you think that because I am going to give you the...the classes I am going to be in front of spelling grammar, you're out! but I've just told them I gotta prepare I gotta prepare grammar topics because I'm going to start the class development at any time I can say:" O.K. you continue with the class". And I gotta be wanted to do.

167J= So when you anyhow though...you didn't have the book but how different without classes have been when you hadn't have the book?

168. A= _____. It should be a difference, then.

169. J=There was...

170. A= Maybe that I could give them activities but in the textbook that's it.

171. J= Alright.

172. A= No more.

173. J= Thank you. Andrew. That's it thank you very much.

174. A= O.K. I wish I'd get a feedback.



APPENDIX 6

ENGLISH DIDACTICS: A DESCRIPTIVE STUDY OF THE ENGLISH TEACHERS' DIDACTIC SEQUENCES AT THE LANGUAGES TEACHING PROGRAM

DATE: March the 28th, 2007

Semi- structured Interview carried out by the co-researcher Diana Ariza to the participant teacher of the research project, Maria del Pilar Romero.

MARIA DEL PILAR ROMERO'S INTERVIEW TRANSCRIPT

D= Diana; Pilar=P

1. D= March the 28th our _____ interview with Pilar Romero...Teacher Pilar. Thanks for being here. Thanks for your cooperation with this project .We're going right now moving on to the second, to the third part the _____of the reading interview. It is just to order to _____ regarding your teacher practice and to consider the observations we already did in your classes. Eh... _____ interview. During this interview, and just gonna eh...would like to talk about some specific elements observing your classes and the theoretical information that you can give us according to the ____ that you're implementing your classes everything about that framework. And just to start, I would like to ask you something about the way you're planning your classes, what aspects you _____ consider in order to plan a class?

2. P= Well, always eh, when planning a class I have to consider of course em... the level of the students, eh, the proficiency level, eh, the number of the students, mmm, the individual er... differences or the simi, similarities eh in in the group, etc._____

3. D= And...do you plan and that activities based on skills?

4. P= Em..._____ em... if em... for example the idea or the purpose of the of the lesson, is to work on feeling er...out a form em... I can't start with a listening er...activity.

5. D= Ah-ha.

6. P= For example to develop the listening skills.

7. D= Hmm.

8. P= And to develop well, in that activity, vocabulary is involved em... the... different listening skills are involved listening for specific details.

9. D= Hmm.

10. P= Em, then er... well, before the activity uh, very short warming-up
11. D=Hmm.
12. P= to introduce the students on the topic and following-up and probably a follow-up activity.
13. D=Hmm. O.K. Em...What is that you have to decide before you teach a topic. What kind of elements do you keep into account for teaching a topic?
14. P= Well. It's er... it goes with the group with the syllabus. I don't decide the topic.
15. D= Hmm.
16. P= I'm just follow the syllabus.
17. D= Hmm.
18. P= And the syllabus tells me what the topic it's supposed to be taught.
19. D = Hmm.
20. P= But I don't decide it.
21. D= You just follow as you giving to you
22. P= Yes, yeah. Yes.
23. D= O.K. Good.
24. P= According to the syllabus.
25. D= Hmm. Eh, I've got a question for you are you familiar with the term didactic unit?
26. P= Hmm...well, I have my own ideas.
27. D= Yes. Can you, can you please share with us what is the conception do you have about didactic unit?
28. P= Well... I would share, I would share that a didactic unit.
29. D=Hmm.
30. P= Involves eh, the planning of a whole...er...topic let's say in the, in the different skills.
31. D= Hmm.

32. P= so working on different skills I would...er...work on a warming-up activity to introduce the students on the, the...mmm... the topic itself working er.. with the summary com...with the text, with the passage...

33. D= A-ha.

34. P= er...or working on out one listening activity eh... some that specific the warming-up...

35. D= A-ha

36. P= at the activity itself.

37. D= O.K.

38. P= Mmm. If it involves vocabulary how to develop that all the vocabulary or the vocabulary involved in the text.

39. D= A-ha.

40. P= if the listening er...activity eh...and er...a following-up activity.

41. D= Alright

42. P= That it would be like the introduction the development of the topics it...

43. D= Ah-ha

44. P= itself.

45. D= Ah-ha.

46. P= And probably a follow-up er er activity.

47. D= O.K. so in your own words, you can say that a didactic unit has to do with main stages like Plannification Application and Evaluation? Can you summarize...

48. P= Uh

49. D= those steps in that way?

50. P= O.K. Yes.

51. D= It's basically then.

52. P= Yes. O.K. and the evaluation eh, it's not only well, it's not always qualitative.

53. D= Ah-ha.

54. P= or you can evaluate more less in well. In those students in different ways.

55. D= Yes.

56. P= if they've got the topic if they have problems with the topic, but yeah.

57. D= Ah-ha.

58. P= Thank you.

59. D= What is that determines that a didactic unit for you? Which are those the... specific elements that let you think about at the beginning of the unit the didactic unit and the end of a didactic unit?

60. P= The elements.

61. D= Hmm.

62. P= Mmm.

63. D= When do you consider just to say your_____ didactic unit?

64. P= Well, since I've followed the syllabus,

65. D= Hmm

66. P= I would say that er... a didactic unit starts with er... well, certain topic what it depends, it depends on on the topic, on the unit.

67. D= And the units so you mean that all the didactic units have to do with the units given in the syllabus is that the way you're taking

68. P= yeah.

69. D= ...a didactic unit?

70. P= Yeah.

71. D= yeah? O.K. Alright

72. P= I always try to follow the syllabus. Well, I also try to follow the text.

73. D= Ah, O.K.

74. P= That's it. That's it.

75. Both= (Interrupt)
76. P= You don't know the limitations that we have.
77. D= Hmm.
78. P= That we don't have the textbook
79. D= Hmm. O.K. Thank you. And...eh... so for you that the role of the syllabus is like the crucial and the most important like element for you to determine that a didactic unit .
80. P= It's really...
81. D= It's really important.
82. P= It's very important because er...based on the syllabus we have to develop the lessons and also based on the syllabus we have to evaluate...
83. D= O.K. if there any other element that you recall a part of the syllabus to implement your didactic units?
84. P= Hmm...No, no, no
85. D= O.K.
86. P= Just to follow the syllabus.
87. D= O.K. well, so can you please, describe in detail all the steps that you use commonly apply you commonly recall in your regular classes? In other classes, those steps that you're always following up?
88. P= It depends because sometimes we have like the main activity will be a listening activity
89. D= Ah-ha.
90. P= will be _____ activity will be some er... working on the text.
91. D= O.K.
92. P= So...
93. D= But it's like how do study in the class what those next what happens there?
94. P= Well, eh...with the introduction of the topic...
95. D= O.K.

96. P= ...by asking the students questions.

97. D= Hmm.

98. P= O.K.? personal questions...

99.D=Hmm.

100. P= so based on well, the students give me probably I would write down some sentences on the board.

101. D= Hmm.

102. P= so they, they provide then like their input.

103. D= Hmm.

104. P= the, the starting point.

105. D= Yeah

106. P= Hmm.

107. D= and you just follow-up with the activities and...

108. P= yeah.

109. D= What happens next?

110. P= Hmm.

111. D= After those activities

112. P= Emm...well, emm... there will be emm some kind of interaction among them. It depends sometimes in pairs, sometimes in groups,

113. D= Hmm.

114. P= emm...that's basically it. Well, sometimes individually but the individual er, er...work takes some minutes and they, they will have to share...

115. D= Hmm.

116. P= ...the information with others.

117. D= Hmm. O.K. Emm, what is that basically that what is your really favor what kind of activities are you favor in your classes? Which are the ones they're like the ones you commonly apply in your group like classes?

118. P= Activities?

119. D= Yes... Activities or tasks?

120. P= Hmm...no it depends, it depends, it depends on the topic...

121. D= Hmm.

122. P= If er... would work on erm...a listening activity, basically that would have er...something to, to ____ also...

123. D= Hmm.

124. P= ...or if we work on er...in a kind of text that will have to...er...to work on the text eh, first trying to well...make productions ,based on the title and any kind of picture...well, it depends on ,on...

125. D= on the topic based.

126. P= Yes, yes...

127. D= But you have like er...something that always, always implemented because it's that you're considering important.

128. P= Hmm...no.

129. D= No.

130. P= No, no.

131. D= All of that.

132. P= Yeah.

133. D= O.K. eh, what language teaching method are you implementing in your classes?

134. P= I would say it would be little bit of everything.

135. D= Hmm.

136. P= I would say like only communicative approach...

137. D= Hmm

138. P= ...That only emm...tasks based approach.

139. D= Ah-ha.

140. P= And a little bit of everything.

141. D= A little bit...

142. P= Yes.

143. D= But the most commons are communicative...

144. P= communicative...

145. Both= tasks based

146. D= Ah-ha.

147. P= Emm...mmm...probably, probably solving.

148. D= Hmm.

149. P= Hmm.

150. D= Eh, well

151. P= Dos cosas, yeah.

152. D= O.K. Good...What is the procedure or which are those steps that you're recalling whenever you're teaching a grammar class?

153. P= Mmm...based for example: on er...examples given by the students and usually take their examples or... I give my own examples, emm...I usually ask them well, what they're what they er.. what differences or what, what special things they see eh, on that, on that sentence for example.

154. D= Hmm.

155. P= On that er...piece of reading that is on the board so that they can deduce, yeah? What, what it happens to the grove what's the position of er...certain part of the speech. That's it...

156. D= O.K.

157. P= That's it.

158. D= Whenever you're working a listening, listening activities, which are the stuff are you asking to your students' support or in you implement in your classes?

159. P= I usually start with a warming-up.

160. D= Hmm.

161. P= so kind of warming-up asking them questions, writing the...just the title of the activity and I ask I usually, I usually ask them well, what do you imagine when do you see this what do you imagine it's going to happen. Well, what do you imagine it's going to happen. They're going to listen to an interview but probably do you imagine it's the people are going to ask...

162. D= Hmm.

163. P= Eh...so well, some kinds of er, some kinds of productions based on the title...

164. D= Hmm.

165. P= The warming-up with eh, introductory questions.

166. D= Hmm.

167. P= With the students, then the activity itself.

168. D= Hmm.

169. P= Emm...and the activity depends on er, what kind of listening I'm doing...

170. D= Hmm.

171. P= ...they have to pay attention to specific details to general ideas...

172. D= Hmm.

173. P= emm... things like that.

174. D= Hmm.

175. P= And usually I try to end like with er...kind of er, follow-up activity if time at ____ .

176. D= O.K.

177. P=Yes.

178. D= Good. Well, whenever you're working on speaking, which are those steps that you're following-up? Speaking activities.

179. P= With the speaking activities...well, usually mmm...depending on the level of the students, depending on erm...the context,

180. D=Hmm.

181. P= Eh, depending on erm...the situations emm...sometimes emm... I tell them to a work in pairs, sometimes in groups even ____ very difficult to monitor or to control that really their communicative in English _____...

182. D= But correctly the class observation you're always monitoring and observe they're doing, you're always attentive with that.

183. P= Yes.

184. D= Yes.

185. P= I'm trying, I'm trying to, I'm doing so

186. Both= (laugh)

187. D= Yes. In the, in the writing activities, what is that you're working on?

188. P= In the writing activities, for example, erm...we start with a short paragraph.

189. D= Hmm.

190. P= And the basic elements in dictation, punctuation, capitalization, emm...things like that.

191. D= Hmm.

192. P= so that, for example: when I write a paragraph on the board with mistakes.

193. D= Hmm.

194. P= And I have to identify those mistakes and correct the mistakes.

195. D= Hmm.

196. P= Finally, well, after we do that exercise. For example: they have to write down their own paragraph a paragraph phrase ____ to the one on the board or ready to correct it.

197. D= Hmm.

198. P= And er...usually I take those paragraphs eh, those paragraphs with me...

199. D=Hmm.

200. P= well, I've since I've worked with the first semester I haven't given them the conventions.

201. D= Hmm.

202. P= But er... with the necessary corrections that I've given them they have to rewrite...

203. D= Hmm.

204. P= ...the paragraph

205. D= Hmm.

206. P= because I consider that process of rewriting is really important.

207. D= Hmm, yes.

208. P=so that, _____

209. D= so you're just following the writing process in every single written activity that you're having then.

210. P= Yes.

211. D= With the _____.with the editing, editing.

212. P= Yes...yeah.

213. D= O.K. Good. Eh...talking about the different activities that you're implementing in your classes, you have to use some materials, Hmm?

214. P= Yeah.

215. D= What kind of materials are you implementing favoring the most?

216. P= Mmm...well, if it's only listening activity, of course, the C.D., the tape,

217. D=Hmm.

218. P= the necessary eh, listening material emm...that goes along with er...mmm... the, the photocopy...

219. D= Ah-ha,

220. P= if it is a form er...if it is emm...eh, a picture...

221. D= Hmm.

222. P= If it is some kind of er... information like an announcement.
223. D= Hmm.
224. P= If it is a timetable.
225. D= Hmm
226. P= Emm...
227. D= It means that you're taking material different from the textbook?
228. P= Yes.
229. D= Why you should...
230. P= I, I try to do that.
231. D= Mmm, and what books are you using mainly just to work with...to work with?
232. P= Mmm...
233. D= You have different...
234. P= Yeah, yeah
235. D= ...books at home.
236. P= Different sources.
237. D= O.K.
238. P= Different sources.
239. D= Hmm. O.K. Good talking about the textbook, what is the role of the textbook in your classes?
240. P= Well, we don't have the text because of er...some problems with the Publishing House...
241. D= Hmm.
242. P= And the photocopier...
243. D= Hmm.
244. P= so very few students have the textbook.

245. D=Hmm.

246. P= so sometimes if I tell them, or I used to do that at the beginning, well, the people who have the textbook please share, share with a classmate...

247. D= Hmm

248. P=...but with the group of er... For example: 23 students...

249. D= Hmm.

250. P= or 28 students,

251. D= Hmm.

252. P= eh, in which only 4 students have the textbook is very difficult.

253. D= Hmm.

254. P= It's very, very difficult.

255. D= Hmm.

256. P= so it explains...

257. D= But anyway the class follows-up, you're continuing just teaching your topics and you're continuing _____ a didactic unit?

258. P= Yes.

259. D= It is not like the p_____ for you

260. P= on

261. D= just to ...

262. P= No

263. D= O.K. so you're just complementing with other materials.

264. P= Yes.

265. D= And you just work on the didactic unit given in the syllabus.

266. P= Yes.

267. D= Good. Emm, do you think in difference what you're really mention something about it but is that a big difference between that class that is having the book, with that

class that doesn't have er, books or textbooks or maybe just few have just textbooks? Do you find it difference in a significant difference?

268. P= Probably, if er...For example.

269. D= Ah-ha

270. P= if I've worked with the, with the textbook, I wouldn't work exercise by exercises it, it's very tedious.

271. D= O.K.

272. P= It's very, very tedious.

273. D= Hmm, hmm.

274. P= so I would just er...eh, choose one or twelve activities...

275. D= O.K.

276. P= ...and complement them.

277. D= O.K. Thank you. Emm...And this is just the final question plea...(laugh)

278. P=_____

279. D= And we have just to do the methodology, do you think that the metho, methodology used with the class we observed is similar to one you follow in other classes that you have them in the university?

280. P= I have, O.K., I'm responsible for four groups of first semester.

281. D= Ah-ha. Hmm.

282. P= And It's very repetitive sometimes.

283. D= Ah-ha.

284. P= But what I usually do it's to change the listening activities and to change the reading, the, the texts...

285. D= Ah, O.K.

286. P= but that's basically for example the grammar it would be the same...

287. D= the same...

288. P= ...or the material for grammar will be the same but I try to change the listening activities and the, and the readings

289. D= so you basically change materials but not the...the schema of your class the stages that you're following in your classes.

290. P= No, no that's basically...

291. D= And it's like the same model for the other classes.

292. P= Yes, yes.

293. D= in different skills and _____.

294. P= Yes, yes.

295. D= O.K. Well, thank you Pili, thanks for your cooperation...

296. P= No, no you're welcome _____

297. D=...and it's really appreciating. Thank you

298. P= No, no _____.

APPENDIX 7

Table 9.1. Taxonomy of Language Teaching Techniques (adapted from Crookes & Chaudron, 1991 ;52-54).

Controlled Techniques

1. Warm-up: Mimes, dance, songs, jokes, play. This activity has the purpose of getting the students stimulated, relaxed, motivated, attentive, or otherwise engaged and ready for the classroom lesson. It does not necessarily involve use of the target language.

2. Setting: Focusing in on lesson topic. Either verbal or nonverbal evocation of the context that is relevant to the lesson point; by way of questioning or miming or picture presentation, possibly tape recording of situations and people, teacher directs attention to the upcoming topic.

3. Organizational: Managerial structuring of lesson or class activities. Includes disciplinary action, organization of class furniture and seating, general procedures for class interaction and performance, structure and purpose of lesson, assigning homework or any other out of class task, etc.

4. Content explanation: Explanation of lesson content grammatical, phonological, lexical (vocabulary), sociolinguistic, pragmatic, or any other aspects of language.

5. Role-play demonstration: Use of selected students or teacher to illustrate the 11 procedure(s) to be applied in the lesson segment to follow. Includes brief illustration of language or other content to be incorporated.

6. Dialogue/Narrative presentation: Reading or listening passage presented for passive reception. No implication of student production or other identification of specific target forms or functions (students may be asked to "understand").

7. Dialogue/Narrative recitation: Reciting a previously known or prepared text, either in unison or individually.

8. Reading aloud: Teacher or student reading directly from a given text.

9. Checking: Teacher either circulating or guiding the correction of students' work, providing feedback as an activity rather than within another activity. It can happen when students socialize work or after activities when it is necessary to check students answers to a given exercise. It also includes students' peer correction.

10. Correction or feedback: Teacher or students jumping in during students' performance to make corrections, provide feedback, make related comments, complete or finish students sentences, add information (it includes short content reviews).

11. Question-answer, display: Activity involving prompting of student responses by means of display questions (i.e., teacher or questioner already knows the response or has a very limited set of expectations for the appropriate response). Distinguished from referential questions by means of the likelihood of the questioner's knowing the response and the speaker's being aware of that fact. Students' questions to the teacher or their partners make part of this activity. Remember that the fact of using yes/no questions is not the only criterion, the main criterion is the fact that the questioner knows the answer. In class students usually don't know the answer for this reason their questions would fit into referential questions.

12. Drill: Typical language activity involving fixed patterns of teacher and student responding and prompting, usually with repetition, substitution, and other mechanical alterations. Typically with little meaning attached.

13. Translation: Student or teacher provision of L1 or L2 translations of given text.

14. Dictation: Student writing down orally presented text.

15. Copying: Student writing down text presented visually.

16. Identification: Student picking out and producing/labeling or otherwise identifying a specific

target form, function, definition, meaning or other lesson-related item. Reading comprehension exercises make part of this activity.

17. Recognition: Student identifying forms, etc., as in Identification, but without producing language as response (i.e., checking off items, drawing symbols, rearranging pictures).

18. Review: Teacher-led review of previous week/month/or other period as a formal summary and type of test of student recall performance.

19. Testing: Formal testing procedures to evaluate student progress.

20. Meaningful drill: Drill activity involving responses with meaningful choices, as in reference to different information. Distinguished from Information Exchange by the regulated sequence and general form of responses.

Semicontrolled Techniques

21. Brainstorming: A special form of preparation for the lesson, like Setting, which involves free, undirected contributions by the students and teacher on a given topic, to generate multiple associations without linking them; no explicit anal/sis or interpretation by the teacher.

22. Story-telling (especially when student-generated): Not necessarily lesson-based. Lengthy presentation of story or even by teacher or student (may overlap with Warm-up or Narrative recitation). May be used to maintain attention, motivation, or as lengthy practice.

23. Question-answer, referential: Activity involving prompting of responses by means of referential questions (i.e., the questioner does not know beforehand the response information). Distinguished from Question-answer, Display.

24. Cued narrative/Dialog: Student production of narrative or dialog following cues from miming, cue cards, pictures, or other stimuli related to narrative/dialog (e.g., metalanguage requesting functional acts).

25. Information transfer: Application from one mode (e.g., visual) to another (e.g., writing), which involves some transformation of the information (e.g., student fills out diagram while listening to description). Distinguished from Identification in that the student is expected to transform and reinterpret the language or information.

26. Information exchange: Task involving two-way communication as in information gap exercises, when one or both parties (or a larger group) must share information to achieve some goal. Distinguished from Question-answer. Referential in that sharing of information is critical for the resolution of task.

27. Wrap-up: Brief teacher or student produced summary or report at the end of a lesson or activity of point and/or items that have been practiced or learned.

28. Narration/exposition: Presentation of a story or explanation derived from prior stimuli (that is to say, a dialog or story that the student received before and is not the product of something the teacher is showing him/her like pictures or scenes for students to construct at the moment). Distinguished from Cued Narrative because of lack of immediate stimulus.

29. Preparation: Student study, silent reading, pair planning and rehearsing, preparing for later activity. Usually a student-directed or -oriented project.

Free Techniques

30. Role-play: Relatively free acting out of specified roles and functions. Distinguished from Cued Dialogues by the fact that cueing is provided only minimally at the beginning, and not during the activity.

31. Games: Various kinds of language game activity, if not like other previously defined activities (e.g., board and dice games making words).

32. Report: Report of student-prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests. Akin to Composition in writing mode.

33 Problem solving: Activity involving specified problem and limitations of means to resolve it; requires cooperative action on part of participants in small or large group.

34. Drama: planned dramatic rendition of play, skit, story, etc.

35. Simulation: Activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.

36. Interview: A student is directed to get information from another student or students.

37. Discussion: Debate or other form of grouped discussion (between teacher and students or students among them) of specified topic, with or without specified sides/positions prearranged. In these discussions the teacher can also play an important role

38. Composition: As in Report (verbal), written development of ideas, story or other exposition.

39. A propos: Conversation or other socially oriented interaction/speech by teacher, students, or even visitors, on general real-life copies. Typically authentic and genuine.